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ABSTRACT

This document describes a 6-week project to increase parental involvement at the McMillan Nursery School. The first two sections describe the school and present activities developed there. Current activities that involve both the staff and the parents are outlined in the third section. Details of the 6-week project are reported in the fourth section, and conclusions drawn from the project are outlined in the fifth. Appended are lists of community contacts, comments and observations made by the contacts, and possible components of a community-based program in socially disadvantaged areas, as well as the North Hull Neighborhood Centre's general report for the end of the financial year 1981-82. Also included are numbers 1 and 2 of the Humberside County Council Under Fives Council Newsletter, providing information on members, nursery education in Humberside, the Under Fives Council, commentaries on an under fives officer and a health visitor, social services for the under fives, the divisional organization of the Humberside County Council Social Services Department, and the Scunthorpe Family Advice Centre. Number 7 of the Professional Centre bulletin includes a conference report, education articles, and a letter and application for 1983 seminars. (BJD)

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PARENTAL INVOLVEMENT PROJECT

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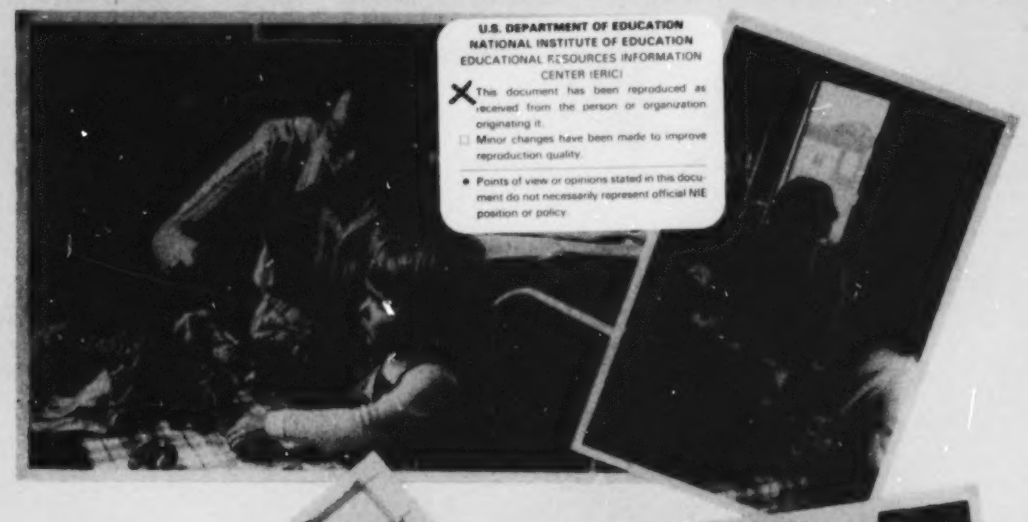

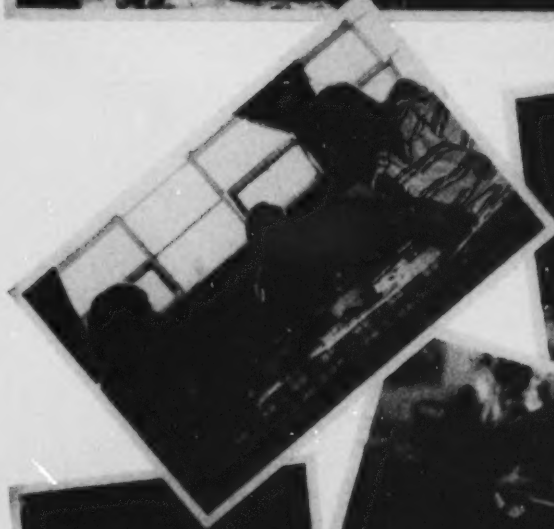

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Mc MILLAN NURSERY SCHOOL

McMillan Nursery School

Hull

Submitted by Mrs Margaret Rice

Headteacher

McMillan Nursery School

May 1982

In February 1982, Mr J Bower, Director of Education, sent a communication to all schools in Humberside informing staff of the availability of financial support on a short-term basis which could provide schools or individuals with staffing or resources in order to develop initiatives or projects, such as parent involvement programmes.

I applied for and was granted aid to provide additional staff cover (an extra Nursery Nurse) for a period of six weeks. This provision allowed me time to concentrate on the effects of our existing patterns of parent involvement and its future, with the knowledge that the school had adequate cover.

Before giving an account of the six weeks' project I have given a background to the school in the context of its social environment.

Contents of the Study

1. Description of the School and its immediate neighbourhood.

2. Description of activities developed within the school:

   2.1 The Mother-Toddler Club
   2.2 The Toy Library
   2.3 Pop-in Sessions
   2.4 Home Visiting Scheme
   2.5 Community Links

3. Staff/Parental Involvement

4. Report on the Six Weeks' Project

5. Conclusions:

   5.1 School and Staff
   5.2 Toy Library
   5.3 Pop-in Sessions
   5.4 Home Visiting
   5.5 Community Links

Appendices
   1) List of contacts
   2) Comments and observations of contacts
   3) Possible components of a community-based programme
   4) North Hull Neighbourhood Centre Project.

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1. Description of the School

The Nursery School is situated on a large council estate in the north part of Hull. The School has 3 teachers and 6 nursery nurses. There are 132 children on the roll and 64 children on the waiting list. The School was purpose-built in 1939 and has three large rooms connected by a long corridor. Since taking over the headship in January 1977 I have made links with the Social Services, N.S.P.C.C. and the Health Authority, the latter mainly through the Health Visitor attached to the School. I have encouraged links with the neighbouring Primary and Junior and Senior High Schools, with older girls coming to play with the children for one session a week. We have a Library session where the children with their parent are encouraged to take a book home. Mother-helpers help with the distribution. A mother-toddler club was organised for one morning a week within the school led by a mother-leader for three years. Both these activities foster relationships between staff and parents in an informal situation.

A newsletter is sent out to parents once a month to inform them of activities, help needed and general information. During the past years, staff and parents have worked together to raise nearly £1000, culminating in the Year of the Child Garden Area, which transformed part of the garden into a safe and attractive landscaped garden area with shrubs, trees and flowers.

There are a high number of children with speech and language problems. The School copes with a wide range of social problems, with battered wives, adults with depressive and psychological conditions, imprisoned fathers, one-parent families and single mothers. The needs of our families are therefore wide and consequently the School has gradually developed activities and opportunities for informal contacts with parents in order to encourage their confidence and their understanding of the nursery school activities.

2. Description of Activities developed in the School

2.1 The Mother-Toddler Club 1978-1980

The Club was organised within the school for nearly three years run by a mother-leader. I believe that mothers have a role to play in the early education of their children within the environment of the school. I feel it is possible for a school to encourage mothers to co-operate with staff in helping their children to adjust to the new situations. This applies especially for the child coming from the close one-to-one relationship of the home situation to the group situation of the Nursery School. The Club can give mothers a chance of getting out of their homes for a while and meeting other mothers who may be facing similar problems, eg baby not sleeping, older child not co-operating etc. It can give the mother the opportunity of seeing other children at play, in a safe setting and with interesting materials and a chance to relax from the stresses and strains of the mother-child relationship. The Club was dissolved in July 1980 due to internal pressures within the school. However, in September 1981, a similar club was started by two mothers within the new development of the North Hull Neighbourhood Centre.

2.2 The Toy Library 1980

I became aware of the Toy Library Association in 1979 and felt a toy library would help parents to choose toys that would stimulate their children. It would also provide informal contacts with parents which could lead to subtle help in child care. The Library was begun in May 1980 with an initial grant from the Psychological Service. The aim was to provide the opportunity for children to borrow good educational toys and take them home. Many of the children attending McMillan Nursery School come from homes where good toys and playing with them would be a low priority and these children therefore suffer from a lack of stimulation. Guidance and suggestions can be given to the parent in an informal situation in a relaxed and friendly manner. Parent-helpers have usually helped with the checking and re-distribution of the toys.

2.3 Pop-In Sessions 1981

In June 1981, the staff expressed concern at the poor attendance at the Annual Parents' evening. It was felt that some contact with parents had been lost during the year after the initial impetus and sustained contact with parents during "The Year of the Child" activities. There was a need to provide a place for parents to meet and the only possible place was the Staff Room. The staff and I changed rooms so that the Staff Room could be turned into a Resource Room for groups of children, television programmes and a place for parents to meet. As a result the "pop-in sessions" were established in January 1982. Parent-helpers take responsibility for collecting money for coffee and tea and it is held for one hour in the morning and one hour in the afternoon. The parents (including one grand-parent) appear to enjoy the contact and more parents are gradually coming along. The School nurse and Health Visitor also pop in and the Parent-Governor attends regularly. As the Pop-in becomes more established it will be possible to discover more needs and interests within the group and then arrange activities or bring in people to meet those needs. It is another vehicle of communication in an informal setting through which the confidence of parents can be built up.

2.4 Home Visiting Scheme - January 1982

Both the Social Worker and Health Visitor have expertise in visiting parents at home and dealing with problems on an immediate level. After discussion with a Social Worker and Health Visitor, I arranged two visits to different homes. The criteria for the visits were: child aged between 2 and 3, and in the catchment area of the School; one family to be a social priority family. Certain families can be identified as having young children where under-stimulation was a major problem. Social Workers often feel the need to stay and play with the children but were not able to justify the time in terms of their high case load. This would be a natural area where a nursery trained person could use her experience to play with the child and make the initial contact with the parent. The extension of the Toy Library activities could make the ideal vehicle for this development. The need for communication between the school and the Social Services and Health Visitor should be stressed so that there is a clear understanding and awareness of any arrangements made with each family.

2.5 Community Links

Since September 1980 I have worked with a group of parents to form the North Hull Neighbourhood Centre Committee of which I am Co-ordinator. The Committee aims to offer a facility for families with young children and foster activities that meet the needs of the various members of the families living in the neighbourhood. The Committee has met in the evenings in the homes of different parents during the past eighteen months and was finally assured of the lease of a building on 21st Avenue in January 1982 by the Humberside Education Committee. I hope that the need for my support will gradually lessen by the end of 1982 as confidence and experience is gained by the members of the Committee and the different groups become self-supporting and functions adequately.

3. Staff/Parent Involvement

3.1 Activities already organised

Parents are encouraged to stay with their children at the beginning of each session. Staff have the opportunity to talk to parents, discuss problems, explain activities, in as relaxed an atmosphere as possible.

3.2 Parents are encouraged to meet with each other in an informal setting, such as the Pop-Ins, Toy Library, to help them to talk about what they would like to do, what they want to know with regard to their children's upbringing etc.

3.3 Relaxed, informal admission procedures, with child's needs, more important than official hours of attendance for the first few weeks.

3.4 Parent-helpers encouraged to help with visits and extra activities of the School. Initially the staff sometimes need support with these activities. An extra member of staff would be needed to develop parent involvement further than those stated so that the rest of the children and the class were adequately supervised while one staff member could concentrate on developing skills and communication with a parent or group of parents. Ideally the staff would like to arrange the opportunity for mothers to meet who need help in the management of their children. Many do not know how to play with their children. The mother/child bond is weak. These mothers, whose children may display disruptive behaviour in the nursery could be helped by arranging for the mother and child, together with an experienced teacher, to work through a particular activity. Also expertise in home visiting can only be gained if sufficient staff cover is available within the school.

4. Report on the Six Week Project

Week 1

Staff Discussion with individual nursery staff to explore staff expectations on a programme of parental involvement; to plan a timetable when staff could have the opportunity to take part in such activities as the Toy Library and 'Pop-in Sessions'.
Each nursery staff to discuss parental involvement within each nursery.

Outside Agencies: Health Visitor: Initial discussion on arranging two visits to two families. Agreed that the families should be informed of visit, date and time. One family should be a Social Priority Family and the other from a normal background.
Social Worker: Initial discussion to explore the possibility of home visiting, problems envisaged. Possible links with the developing Neighbourhood Centre.

Week 2

Further discussion on method of interchange of staff to provide adequate supervision of total class while staff member could take part in the extra activity. Discussion group with nursery nurse on parent involvement and the sharing of experiences, headteacher's developing role in the community.

Outside Agency: Barnardo's Family Centre. Initial discussion with Colin Moss to discuss their parent programme and to arrange a half-day visit for each member of staff during the Summer term if adequate staffing is available.

Health Visitor: Two visits arranged for January. Health Visitor to inform parent of intended visit.

Week 3

Admission Week for Full-time Children

Parents visit with children and then time gradually extended to the time child is ready and confident for his full-time place. Parents told of 'Pop-in Sessions' routines of school etc.

First 'Pop-in session' - extra member of staff provided additional support. In future she would interchange with other members of staff to provide contact with staff from each nursery.

Home Visit: Health Visitor: The visit was to a home where the grandparents were caring for their own grandaughter who had been abandoned by her mother. There was good communication between us and the grandparents were very caring people. They felt the child would benefit by being with other children as she spent most of her time with adults. They were interested in the Mother/Toddler Club and the developing Neighbourhood Centre. The child enjoyed the books I took in and accepted me readily.

Meeting with personnel from Community Action to discuss a plan for painting the Neighbourhood Centre.

North Hull Neighbourhood Centre Committee Meeting. Discussions on equipment, plan of action for my involvement with them during the next two weeks. Discussion of the wider role of teacher.

Contact with Mrs Aliss, newly appointed Youth Worker at the Play Centre 21st Avenue.

Week 3 (continued)

Opening of the Toy Library - extra member of staff helped to sort them and number them for distribution. Parents to help with the organisation of the toys, collecting money etc. Secondhand clothes for sale to provide finances for buying more toys.

Discussion groups with each nursery staff to discuss implications of home visiting, and parents being more involved in the life of the nursery.

Week 4

Admission week for the Part-time children: 25 new children admitted.

Staff meeting. Discussion on the development of project, my reaction to first home visit, School's contact with Barnardos and plan for visits and the role of the Neighbourhood Centre.

Meeting. Architects Department and Education to assess the state of the buildings in 21st Avenue and the terms of the lease and need for co-ordination with the North Hull Cubs and Scouts.

Contact with Social Worker, working on a survey of community facilities on North Hull.

Newsletter to all parents

Mother helpers identified to organise coffee/tea for 'Pop-in' sessions.

Discussion with Mr Jeffries, Youth Officer on the development of the Neighbourhood Centre.

Week 5

Home visit with Social Worker. To a Social Priority Family.

A one-parent family with three children, 8, 6 and 3. The middle child is physically and mentally handicapped and the mother copes with him at home for four nights out of the week. The youngest child was offered a full-time place as the part-time place was not adequate for her needs. The mother had obviously taken trouble to clean the room, including washing down the front of the house. She was pleased to see me and the child K responded well. The Social Worker had previously seen K as unresponsive and undisciplined. The mother has since come to me and said she would be happy for me to visit again and I would have to understand if there was a mess. Other neighbours have commented about the visit and there has been a feedback to the Social Worker. The child has attended regularly since the visit. A neighbour has offered to help to bring the child when the mother was unable. I feel intervention by the School through the one visit, has had very positive results not only for that individual family but from the interest caused in the neighbourhood.

Discussion with the School Nurse

Mrs Vaughan suggested that she could bring in Health Education material and films to the 'Pop-in' sessions and help with the group. We agreed to attend the Homestart Meeting as this might prove a development from the parents' group.

North Hull Neighbourhood Centre Committee

Meeting with members of North Hull Cub and Scouts, chaired by Mr K Curly, Director of Hull Council for Voluntary Service. The meeting recommended that

Week 5 (continued)

the Neighbourhood Centre Committee should be the main leaseholder of the middle hut with access and use by the Scouts.

Week 6

Arrangements made for Mrs Rice to join a Parents' Group at Barnardo's Family Centre for Tuesday 2 February.

Visit to North Hull Social Services, George Ashton Centre with Miss J Cook and Mrs P Davis, Senior Social Worker.

The advantages and disadvantages of home visiting were discussed. Mrs Davis outlined her views and felt that often Social Workers visited families where parents did not know how to stimulate their children and where there was a general lack of knowledge of child care. To a teacher this would be the right place to use one's expertise in fostering play. Social Worker would identify families with under-stimulated children and suggest a teacher could visit to play with the children and talk about the Nursery School. Close co-ordination would be needed so that the Health Visitor and the Social Worker knew of the visits and agencies were seen to be supportive of each other. There would need to be a formal procedure for the agencies to meet.

Thursday 'Pop-in' Sessions

More parents visited, including a father and grandfather. One mother of a child nearing three years enjoys the opportunity for the child to play with the toys and feels it is a good link between home and school. Topics of conversation range from illnesses in children to the future of schools in the area. Two new parents, registering their children, stayed for a while and enjoyed a brief chat to parents. The secondhand clothes seem to be popular and the suggestion made for mothers to bring in things on a regular basis. Two mothers offered to be the treasurers and be responsible for collecting money etc.

Comments on the Six weeks

With an extra member of staff being allocated to the school, I have felt more secure to develop links with the community, arrange meetings with Social Services, go out on home visits. The School is in a socially disadvantaged area and there are many stresses and strains on the staff that other schools do not face. With 132 families on the register the staff are fully stretched to cope with them especially as there are a high number of families with problems, single mothers and one-parent families. Therefore, the extra member of staff has provided the opportunity and time for the headteacher to initiate activities and further those already started.

5. Conclusion

5.1

5.1.1 School and Staff: The staff already help parents to feel welcome in the School through procedures already discussed in para 3. New initiatives and further developments need adequate discussion. viewpoints shared and ideas explored. This was achieved by providing discussion time for individual nursery staff and after-school discussion for the whole staff.

5.1.2 Other good contact points with parents were seen to be provided through individual class toy libraries, as an alternative to the School toy library.

5.1.3 The extra member of staff would allow other members of staff to inter-change positions so that they could join in the organised activities, such as the Pop-in Session, with adequate cover still being provided in the nursery class.

5.1.4 The staff cover would allow staff to have time and opportunity to develop skills in home-visiting and regular visits to the North Hull Neighbourhood Centre to make contact with new parents and children.

5.2

5.2.1 Toy Library: As this activity lends itself to an informal contact between staff and parents, there is a need for each nursery class to have its own Toy Library, which can be gradually built up.

5.2.2 There are potentially 44 children in each nursery so that a good supply of toys is required. More children would have access to borrowing toys and staff would be able to encourage a parent through awareness from daily contact.

5.2.3 Toys could be interchanged on a termly basis therefore giving wider choice.

5.2.4 More parents involved by having parent helpers in each nursery.

5.2.5 Half an hour at each end of one day set aside for the Book Library and Toy Library with support from the headteacher. Parents encouraged to sit and play with their children.

5.3

5.3.1 Pop-in Sessions: Need for separate place for parents to be independent of the routines of the School. A Parents' Committee could then take responsibility for buying coffee/tea etc and looking after the room. It could also be available to parents at all times rather than the one morning and one afternoon at the present.

5.3.2 Materials on Health Care could be displayed on a permanent basis.

5.3.3 A more formal Mother Group could be established when people like the Health Visitor could be invited and bring in films etc. The room could be available to the parents with a member of staff to view Open University programmes on the 'Pre-School Child'. For McMillan Nursery this could mean an additional room being built to provide an office and entrance-way for the School so that the room presently being used by the Head and parents could become the parents room. There would, however, be need to provide TV points in each nursery in order for the excellent 'You and Me' programme to continue.

5. Conclusion (continued)

5.4

5.4.1 Home-Visiting Scheme: In developing home visiting schemes contact must be made by the School with other agencies who may be visiting the home. Initial contact should be made through them and the knowledge of further visits.

5.4.2 A formal procedure devised for meeting with various agencies. Information shared.

5.4.3 Knowledge of the impending visit should be communicated to the parents, although this may not be necessary for further visits or if visits become routine before admission.

5.4.4 Materials from the School to be taken to the home, books and toys, which the child could bring back at some point.

5.4.5 Three or four mothers with children, where under-stimulation was a major problem, could be visited with the Toy Libraries and perhaps invited to Neighbourhood Centre once a month for coffee together. This would be the beginning of a self-help group.

5.5

5.5.1 Community Links: External or pastoral activities can only be undertaken, initially, by the headteacher or the person in charge of the unit/school, if support and adequate supervision is provided for the unit/school. This becomes more important in areas of disadvantage where a school may face more difficulties through coping with high numbers of families under stress.

5.5.2 With the head's role being seen in a wider spectrum, the needs of the school and staff must also change. The role of the deputy will need examination as the daily management of the internal routines, planning and record keeping, must be continued.

5.5.3 The community activities of the headteacher need planning so that the procedures can be organised which lead to the minimising of disturbance in the routine of the children already in the School.

5.5.4 Time and energy taken on extra activities by a headteacher must be supported by adequate administrative help, added responsibility posts to other staff members to ensure the smooth running of the school.

5.5.5 The person or persons providing extra support for a school must be mature, adaptable and prepared to support the routines and procedures of each nursery.

5.5.6 In a Socially Disadvantaged Area links with parents are an absolute necessity. It can only be done well by not over-stretching the staff already working in difficult conditions and a range of social problems.

5.5.7 Development of a Community Toy Library as the link activity between home and Toddler Club and the Nursery School. Parents informed by Social Worker or Health Visitor. New families facing problems could be identified by the teacher in charge and care taken when that family arrived at the Centre. Social Workers Assistant and Student plus volunteers could help with the organisation of the Toy Library.

APPENDICES

1. List of Contacts

Health Visitor	Mrs S Stevenson	Orchard Park Health Centre
School Nurse	Mrs K Vaughan	Orchard Park Health Centre
Social Workers	Mrs Mary Frennaux	North Hull Social Services, George Ashton Centre
	Mrs P Davis	Senior Practitioner, Social Services, George Ashton Centre
	Mrs J Cook	Area Manager Social Services, George Ashton Centre
	Rhona Greenwood	Social Worker Student, Social Services, George Ashton Centre
Voluntary Agencies	Mr C Moss	Director, Barnardo's
	Mr K Curley	Director, Hull Council for Voluntary Service
School	Mrs S Wiley	Parent Governor. Group 9 Schools
North Hull Neighbourhood Committee		
North Hull Scouts and Cubs Committee		

2. Comments and Observations of Contacts

Mrs K Vaughan - School Nurse

"I see that I could have some input into the Mothers' Group with Health Education material in an informal setting. I feel this kind of contact is good for the mothers and would like to be involved in its development."

Mrs M Frennaux - Social Worker

"I found the visit very helpful. Mrs P had obviously taken the trouble to make the room look nice and had worked hard. The visit stimulated interest within the neighbourhood. I feel that it is good that schools have the knowledge of home backgrounds. Mrs P can help herself and responds well to any help given. Mrs P herself said that she thought it was good that the headteacher knew about her problems and what she was up against. She said she appreciated that Mrs Rice had shown such interest."

Mrs S Wiley - Parent Governor

"I feel that Mrs Rice, our co-ordinator of North Hull Neighbourhood Centre, would be of great help to the committee and the centre if she were able to have more free time. It is very difficult to contact her if she is teaching and we feel as if we are imposing on her if we try to contact her at home. Speaking as the Parent Governor for McMillan Nursery I know that Mrs Rice's help and home visits for our parents and prospective parents is invaluable. Many of them need help and reassurance and are afraid or unable to come into the school. Having more free time she is able to get to know the parents and their problems and it is a great help to us all to be able to talk to her in a more relaxed manner and not to feel we are imposing on her staff or interfering with the running of the school."

Mrs S Stevenson - Health Visitor

Visit to older grandparent looking after 3 year old: Lisa responded well to Mrs Rice and played easily and talked well. Both grandparents accepted the visit and seemed interested in plans for the Toddler Club and Neighbourhood Centre as explained by Mrs Rice. It enhanced the visit for myself. We have already developed strong links with the school but this would be a further way of co-operation to the benefit of the child and family."

3. Possible Components of a Community Based Programme in an Area of Social Disadvantage

	Resource	Staffing	Referrals	Objectives	Funding
Voluntary	Community Toy Library 0 - 5 years	Headteacher Volunteer Leaders. Volunteer Mothers.	Introductory letters from Health Visitor Social Worker	For parents and children - confidence building - ideas on play - breakdown of isolation. Introduce to other facilities	Van Leer Foundation
Neighbourhood Centre	Mother/ Toddler Club 2 - 4 mornings a week. 18 mths - 3 years	Mother/ Leaders Mother Helpers	Link from Families coming to the Toy Library	Children in need of more organised play activity - needing social inter action, children with limited play facility.	Hull City Council Special Projects Fund. Social Services B.B.C. Children in Need Appeal Van Leer Foundation.
Statutory	McMillan Nursery School	Headteacher 3 teachers 6 nursery nurses	Priority list. Referrals from Health Visitor Social Worker Toddler Club.	Parents and children needing full-time and part-time care in terms of education and remedial services.	Humberside County Council Education Department.
	Additional Activities.	Toy Library - Pop in Sessions - Home Visiting 3 and 4 year assessment by Health Visitors.			

The North Hull Neighbourhood Centre can maximise community participation, encourage and facilitate self help, and offer a range of services. Professionals, para-professionals and voluntary workers can combine their experience and skills to provide a comprehensive provision for the community. Such a Centre, linked into the established Nursery School, with its additional activities could be a starting point for preventative work and form a central focus for families with young children.

NORTH HULL NEIGHBOURHOOD CENTRE

21st Avenue

North Hull Estate

Hull

GENERAL REPORT: END OF THE FINANCIAL YEAR 1981-82

The North Hull Neighbourhood Centre aims to offer a facility for families with young children. The Centre is managed by a committee of parents co-ordinated by Mrs M Rice, Head Teacher of the McMillan Nursery School. The Committee aims to foster activities that meet the needs of various members of the families living in the neighbourhood.

INITIAL DEVELOPMENTS

1. The Committee were assured of the lease of the middle hut on 21st Avenue by Humberside County Council with reasonable access to the North Hull Cubs and Scouts Committee.

2. Funding was obtained from Hull City Council Special Projects Fund as follows:

October	1981	£ 500.00
January	1982	£ 500.00
March	1982	£1358.02

South Hunsley Spring Walk £100

3. Funding under the Inner Area Programme/Community Sector Schemes 1982.

Sum awarded Capital £650 Revenue £1850

ORGANISATION

The Committee comprises:

Margaret Rice	-	Co-ordinator
Wendy Buxton	-	Secretary
Rose Mahoney	-	Treasurer
Gillian Gardham	-	Mother-Toddler Leader
Karen Burton		
Joan Jenninson		
John Butler		

Co-opted Members

John Garton	-	Social Services Retired
Marjorie Cook	-	Matron, Linneaus House
Sue Wiley	-	Parent Governor
Karen Vaughan	-	School Nurse

The Committee aims to meet on the first Tuesday of each month to plan activities and new developments and aims to have a formal constitution by July 1982.

Organised Groups

The club has been meeting in the newly painted and carpeted room since the beginning of January. There are 15 mothers and toddlers coming to the Tuesday morning club. The Leaders plan to open a second morning after Easter with

15 more mothers and children, on a Wednesday morning. The Leaders are helping two other mothers who aim to open for an afternoon club after Easter.

Tuesday/Wednesday morning Leaders: Gill Gardham, Karen Burton/Joan Jenninson

Tuesday afternoon Leaders: Elaine Robinson, Marine Elletson/ Betty Simpson

Other Groups in the process of being developed

Contacts are being made so that the clubs can be organised as funding becomes available.

1) Community Toy Library - one afternoon a week, mother-helpers (already identified) and two committee members, Joan Jenninson and Wendy Buxton. Mrs Rice to help with basic organisation. Referrals and publicising of the Toy Library through Health Visitors, Social Workers and community contacts.

2) Dad's Club - one afternoon or morning: recreational and creative. Darts, dominoes, pool, etc; do-it-yourself activities - making shelves, toys, etc. for the Centre. Two dads already identified as Leaders. Ten dads have expressed an interest if a club is organised and one has offered to form a chess club.

3) Pensioner's Club - one or two afternoon sessions. Contacts being made. There are many older residents in the neighbourhood including the residents of Ada Holmes Circle and the prefabs on Endike Lane. Age Concern will be approached once the club is at the point of being formed.

4) Sue's Club - Mrs Wiley (Parent Governor) hopes to organise an informal group where mothers can have the opportunity to talk with each other, have a speaker on occasions such as the Health Visitor, the local butcher, etc while the children are supervised in the main room by mother-helpers.

Other ideas suggested by parents: Keep fit, ladies/men; Judo Club, meeting room for M.I.N.D.

A representative from each group will be asked to come to the monthly committee meetings to provide information and support.

Future Building Developments (As funding becomes available)

The interior has been painted by Community Action.

A fencing contractor has been engaged to provide a fenced play area at the rear of the building.

Two fathers are restoring cupboards and making shelves for the Centre.

Estimates are being acquired for the following:

1) A burglar alarm system
2) Restructuring of a small room designated as a storeroom into a small kitchen area with hatchway into the main room
3) Restructuring of the present toilet area to provide 2 toilets and washing facilities.

Future needs

Flooring in the main room and corridors
New main door (at present a fire door)
Curtaining for the main room and mother-toddler room
Securing of corridor doors not required for access.

Mrs Rice hopes her support will gradually lessen at the end of 1982 as confidence is gained by various members of the Committee and the groups become self-supporting and functioning adequately. The Committee has grown in strength and expertise since first coming together in September 1980.

Mrs Rice wishes to acknowledge the support of the staff of the McMillan Nursery School during the initial growth of the Centre.

Submitted by Margaret Rice, Co-ordinator, North Hull Neighbourhood Centre.

March 1982.

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Humberside County Council

Under Fives Council Newsletter

PS 01 3736

Focus Under Fives aims to provide a channel of communication between professionals, parents and the general public which will evolve into an open forum for the exchange of ideas, initiatives and developments within the field of the 'Under Fives' in the County of Humberside.

Number 1

NURSERY EDUCATION IN HUMBERSIDE

The Facts and Figures

The figures below reflect the significant increase in nursery provision which has taken place in Humberside since 1974. (At that time the Authority had 1,490 nursery places available.) This expansion has been more than double that experienced nationally. Over 25% of Humberside's three and four year olds are receiving nursery education compared with a figure of 15% for non-metropolitan counties (*i.e.* shire counties).

Humberside employs over 330 teachers and nursery assistants and only two other counties have more staff involved in nursery education.

However, it is just as well to bear in mind the target figures for nursery education set out in Circular 2/73 and the Plowden Report:

(i) 15% of three and four year olds full-time;
(ii) 35% of three year olds and 75% of four year olds part-time.

To attain these levels Humberside would need over 4,500 full-time places!

N.B.—The figures do not take into account the fact that over 1,000 of Humberside's four year olds are admitted to primary schools at the beginning of the year in which they become five.

REX STOTT

Number of Nursery Schools/Classes

Division	*Nursery Schools*	*Designated Nursery Classes*
East Riding	3	13 (including mobile unit)
Grimsby	3	16
Hull	4	35
Scunthorpe	0	15
	10	79

Number of Places (full-time equivalent) in Nursery Schools/Classes

Division	*No. of Places (f.t.e.)*
East Riding	605
Grimsby	890
Hull	1,380
Scunthorpe	655
	3,530

Number of Children attending Nursery Schools/Classes

Division	*Full-time*	*Part-time*	*Total*
East Riding	85	928	1,013
Grimsby	344	974	1,318
Hull	363	1,808	2,171
Scunthorpe	312	595	907
	1,104	4,305	5,409

Number of Children attending Nursery Schools/Classes
(expressed as a percentage of the total number of three and four year olds)

East Riding	19·8%
Grimsby	34·0%
Hull	33·2%
Scunthorpe	21·0%

National Children's Bureau

Jane Streather, One Parent Families. Aquin House, Hull College of Higher Education, 10th November, 1982, 7.30.p.m.

THE UNDER FIVES COUNCIL

The Education and Social Services departments of Humberside County Council have responsibilities for the Under Fives. In the case of the Education Department, services are provided through nursery schools and classes, while the Social Services Department has an overall statutory responsibility for the welfare of children and provides a day nursery, family day care centres and playgroups. It is responsible for the promotion, registration and supervision of private and voluntary playgroups, child minders and day foster parents.

The Under Fives Council is widely based and includes representation from members and officers of the three main statutory agencies involved – Social Services, Education and the Health Service, together with representatives of relevant voluntary organisations.

The following representatives attended the inaugural meeting:

Education Committee–Councillors Maxwell Bird, Anthony Fee and Veronica Wilson.
Social Services Committee–Councillors Alan Dobson, Mrs. Joyce Hoyle and Mrs. Rose Neal.
Administration Department–Mr. D. Tough and Mr. M. J. Wilkinson.
Social Services Department–Messrs. R. Race, R. Wardell. A. F. Johnson, Mrs. B. Jackson and Mrs. J. A. Richardson.
Education Department–Mr. R. Stott, Miss J. Kendall and Mrs. J. Bradbury.
Humberside Teachers Joint Consultative Committee–Miss M. J. Wetherall and Mr. W. Wiggen.
Hull and Humberside Branch of National Children's Bureau–Mrs. M. Rice.
British Red Cross Society–Mrs. M. Key.
Dr. Barnado's–C. Moss.
Childminders' Association–Mrs. S. Haxley.
Grimsby Health District–Mrs. H. W. C. Fraser,
Scunthorpe Health District–Dr. B. J. Catton.
Beverley Health District–Mrs. J. Walker.
Hull Health District–Mrs. B. Scaife.
N.S.P.C.C.–N. Bailie.
Trades Council–Mrs. S. Cunningham.
Humberside Pre-School Playgroup Association–Mrs. A. Ablott, Mrs. R. Finch, Mrs. P. Kendrick and Mrs. A. Spring.

Anyone concerned with putting problems or issues before the Council should contact the appropriate representative above.

The Chairman of the Council is Councillor V. Wilson, Vice-Chairman of the Education Committee and Councillor Mrs. J. Hoyle, Chairman of the Social Services Committee, was appointed to be the Council's Vice-Chairman.

Councillor Wilson feels that no one service or agency could satisfy the needs of a family and of a child and that statutory and voluntary bodies should be complementing and supplementing parental efforts.

Councillor Veronica Wilson, Chairman of the Under Fives Council

The aims of the Council for the Under Fives, are:
(i) Strengthen the existing links between statutory and voluntary bodies.
(ii) Disseminate examples of good practice.
(iii) Produce guidelines for the development of provision for young children.
(iv) Share information about courses, conferences and areas of development.
(v) Examine the levels of present provision and identify ways in which any apparent gaps could be filled.

Welcome

Joint message from Councillor Veronica Wilson, Vice-Chairman of the County's Education Committee and Chairman of the Humberside Council for the Under Fives, and Councillor Joyce Hoyle, Chairman of the County's Social Services Committee and the council's Vice-Chairman.

Welcome to the first issue of the Humberside Council for the Under Fives newsletter. We have decided to call it 'Focus Under Fives' as this portrays exactly what the newly-formed Council is really all about.

The Council was launched in March this year with the principal task of co-ordinating the efforts of the Education and Social Services departments and bridging the gap between statutory and voluntary bodies, and encouraging a wider exchange of views between the two. In its first four meetings it has already achieved a better understanding of the problems involved and highlighted some critical areas.

This issue includes articles covering many aspects of Under Fives work and we are sure you will find something of interest. But, first and foremost, it is your newsletter and its success depends as much on outside contributions as it does on Council-inspired stories.

The newsletter aims to stimulate interest throughout the County, so please let the editor know of anything that is going on in your area and air your views. Remember, it is up to you to make this newsletter do what it is designed for – Focus on the Under Fives.

Hull Council for Voluntary Services

How can more inner city area residents influence the shape of policies which can affect their lives?

Hull Council for Voluntary Services has arranged for a visit on Wednesday, 10th November, of Councillor Jeremy Beecham, Leader of Newcastle upon Tyne City Council – venue to be arranged.

Councillor Beecham will speak about Newcastle's priority areas project which involves local authorities, community groups and residents in joint efforts to tackle inner city problems.

The address of the Hull Council for Voluntary Service is:
Voluntary Organisation Centre, 8 Lonsdale Street,
Anlaby Road, Hull HU3 6PA.

From the Editor

We aim to produce the Focus Under Fives newsletter three times a year.
We hope you enjoy this first edition. Please send your comments, articles, photographs, information on groups and activities by 7th January for the next issue. Whether your a parent or a professional, please let me have your news and views.

Margaret Rice, Professional Centre, Hull College of Higher Education, Inglemire Avenue, Hull.
Telephone: (0482) 42157 extension 485.

THE FIRE ENGINE DID NOT ARRIVE

A Day in the Life of an Under Fives Officer

I was asked to write about a typical day in my job. This was an impossibility as there does not seem to be any such thing. The days are varied and unpredictable, which is why the job is so interesting and fascinating.

8.25 a.m. Arrive at the office; check the diary to see what visits are planned today. This morning I plan to visit two playgroups, so I read the files to refresh my memory to see if there were any problems on my last visit about four months ago. One playgroup was alright but the other group had not held a recent fire drill and was using only one towel to dry the childrens hands.

8.40 a.m. Deal with any messages left on my desk – only three this morning. Mrs Jones would like me to ring back – she would like to register as a child minder. Social worker at the east area office has been trying to contact me. The officer in charge of the Social Services playgroup would like me to ring.

8.45 a.m. Ring the O/c. Agree to send a letter to the parents of a child who has not been attending the playgroup and discuss problems the staff are having with a volunteer.

8.55 a.m. Ring social worker – out until lunchtime.

9.00 a.m. Contact Mrs Jones, briefly discuss child minding and registration procedures, agree to send dept. information booklet to her and visit as soon as possible.

9.10 a.m. Arrange with clerk to send booklet and enter request in record book. Notice there have been 37 requests in the last four months.

9.15 a.m. Complete the initial report for Mrs P. for registration as a child minder. Submit it to principal officer.

9.30 a.m. Commence report on yesterday's visit to a private nursery.

9.33 a.m. Call from X nursery, the owner thinks they have a case of non-accidental injury, please will I visit. Report left uncompleted and I go immediately to the nursery.

9.48 a.m. Arrive at the nursery and see the child and confirm that it seems like N.A.I. Contact the divisional co-ordinator, who will contact the area office and arrange for a social worker to visit the nursery and see the child. I stay and talk with the staff and reassure them that they have taken the correct action. I carry out a routine check while I am there and check the records, register and when they last held a fire drill. There was a new member of staff, I had already received her declaration of health form and got medical clearance from the district community physician, but needed the owner to sign a staff declaration form.

10.30 a.m. Social worker has arrived and I leave to pay a visit to one of the play groups planned for today's routine visit.

10.50 a.m. Arrive at the play group. The children are busy with a good variety of activities – painting, cutting out, etc. Good to see the staff encouraging the children and not doing the work for them. One group of children are playing in the Wendy Corner, another are building with bricks. Admire some new jigsaws and grading board that the supervisor has recently purchased. Check the records, register and whether they had held a recent fire drill. Pleased to see that one had been held only two weekse ago, asked the supervisor how it went and if she experienced any problems. The main problem seemed to be that the children were disappointed that the fire engine did not arrive.

11.15 a.m. The children helped pack up and washed their hands ready for their milk and biscuits. Washbasins and toilets clean and children now all using paper towels. Join in the children's sing-song.

11.45 a.m. Children begin to go home. Discuss any problems with supervisor.

12.00 noon to 1.00 p.m. Lunch Break. Check diary. Visits to day foster parent, registered child minder and a lady wishing to become a child minder planned for this afternoon.

1.15 p.m. Visit day foster parent. Mrs Z has only one child with her at present, a little boy who started ten days ago. The child seems to be settled and was playing happily with some cars. Plenty of toys around and Mrs Z showed me a picture the child had painted that morning. Mrs Z seems to have established a good relationship with him and says she has no problems.

2.10 p.m. Leave to visit Mrs T, who hopes to become a child minder.

2.20 p.m. Arrive. Introduce myself to Mrs. T. Have an informal chat and discussion regarding the information in the department's booklet, answer any queries, explain the registration procedure. General talk about her own family, her husband's views about her child minding. Look around the house and point out any hazards – one glass door which I explain will need the lower half covering as it is not safety glass. Give advice about insurance. Talk about her attitudes to potty training, discipline, play provision, etc.

3.30 p.m. Leave to visit registered child minder who lives not far away and is a friend of Mrs. T.

3.40 p.m. Mrs. Y is in and appears to be coping very well. She has a three year old of her own and a six month old baby she is minding. Mrs. Y says she is enjoying the experience – her own child has shown no signs of jealously and she has no problems.

4.20 p.m. Leave to return to the office.

4.35 p.m. Arrive at the office. Check messages and post. Two applications received S.S. day nursery; ask clerk to send off for social work reports. Contact social worker at east area office who would like me to talk to a group of young mothers who plan to start a mother and toddler group. Agree and arrange a date.

5.00 p.m. Leave for home.

Other Under Fives Officers

Beverley, North Wolds and Holderness: Mrs. C. Hall, Mrs. B. Tree. Telephone: (0482) 867811 extension 268.

Grimsby and Cleethorpes: Mrs. J. Richardson, Mrs. E. Johnson. Telephone: Grimsby (0472) 65151 extension 35.

Hull Division: Mrs. B. Jackson. Telephone: Hull (0482) 27951 extension 256.

Scunthorpe: Mrs. B. Pressland, Mrs. J. Harrison. Telephone: Scunthorpe (0724) 64271 extension 34.

Curriculum in the Early Years

A Department of Education and Science course was recently held at the Hull College of Higher Education under the auspices of the Hull Sub-Committee on In-Service Training. Sixty-five teachers attended from all over Humberside.

The first part of the course consisted of an examination of some of the concepts which can be developed in a school setting, and lectures centred on the following: Aims of nursery education; the nursery school curriculum; an approach to structure in play; language development through stories and books; an environment for learning; towards mathematics.

The second part of the course will provide members with an opportunity to follow up a particular topic introduced in part one, meeting and working in small area groups, finishing with a day conference on 9th March.

Drop Me a Line

I am looking for assistance with research on "the years before school" and seek information from both parents and professionals on the years 0-3. What is happening in your area to bring mothers and children together in a group situation, mother-toddler clubs, mutual support groups, etc., within Humberside?

Please drop me a line and I will contact you.

Margaret Rice, The Professional Centre,
Hull College of Higher Education, Inglemire Avenue,
Hull HU6 7LU. Telephone: Hull (0482) 42157
extension 485.

PROFILES

Brenda Jackson

I am a trained nursery nurse and did my training in Hull at Pearson Park day nursery and the McMillan Nursery School. I also hold a Certificate in Social Service.

After completing my training I worked as a nanny for a family of three children and after two years worked as a housemother in a local children's home.

I also ran a private nursery school in Beverley which catered for 24 children aged three to five years and worked for 14 years as a nursery assistant at the Education Department nursery school in Manor Road, Beverley.

I moved to Hull Social Services in 1975 to run the department's playgroup in Stepney Lane for five years, taking up my present post as an under fives officer in 1980.

I have a son (a foster-child I have cared for since he was nine months old) who is married with two children.

I am an active member of the local group of the National Children's Bureau and I have been a member of B.A.E.C.E. for many years.

I do a lot of voluntary work for the Yorkshire Naturalist Trust and my hobbies are natural history, conservation, gardening and all forms of craft work.

Margaret Rice

Avis Ablott

Margaret Rice

I have had a variety of teaching experiences following a three-year teacher-training course at Rachel McMillan College, London. This included two years in a London primary school, four years in nursery/primary schools in Illinois, U.S.A., where I gained a Master's degree in early childhood education.

On returning to England I had a variety of teaching positions, including the training of teachers and nursery nurses.

In 1974 I became the admission teacher at a Hull school and was appointed headteacher at McMillan Nursery School in 1977.

I was a founder member of the National Children's Bureau local group. I am a member of the Humberside Early Years Association and the Hull Council for Voluntary Service.

Since 1980 I have worked with a group of parents to establish a neighbourhood centre in North Hull.

Brenda Jackson

Janet Bradbury

Janet Bradbury

I was born in Liverpool and educated there until the age of 18. I attended the University of Keele, where I obtained a B.A. honours degree in English and American studies.

Following this I studied for a further year in Manchester and obtained a post graduate Certificate of Education. My first teaching appointments were in inner-city schools in Liverpool with children from three to seven years old.

I left Liverpool in 1977 when I was appointed headteacher of New York County Primary School, Lincolnshire.

In 1980 I moved to Grimsby and took up my present appointment as nursery nurse course tutor at Grimsby College of Technology.

I am currently studying for a Master of Education degree, part-time, at Leeds University.

Avis Ablott

My involvement with the Pre-school Playgroup Association began 15 years ago when my eldest son, Daniel, joined a playgroup. I now have four sons, resulting in a long and continuous interest in the playgroup movement.

As a young mum with no experience of children, I was more than happy to hand my eldest child over to 'experts' for two mornings a week. I soon learned it doesn't work like that in the P.P.A.

"Of course, you will help on the rota. Yes, you can bring your toddler along." Matthew loved that.

The A.G.M. loomed near. "Would you like to stand for committee?" I was asked. Could they mean it? I had never been on a committee in my life.

Soon I was representing a playgroup at the Derby and district branch and was about to become an officer at the local playgroup.

Then my husband was made redundant. We would have to move. I had mixed feelings of regret and relief. Now I can drop all those blooming committees, I thought.

We moved to a village near Scunthorpe. Our two eldest sons went to school by bus in the next village. I felt quite lost, just me and Nathan, our two year old.

It wasn't long before I sidled along to the local playgroup just to have a look. After all, Nathan would have to get used to the people and the place before he started at three.

[Continued on Page 7].

CHILDMINDING IS A 'PROPER' JOB

There are 43,000 registered childminders in the country and countless others who have not registered. Between them they care for well over 100,000 children.

Childminding is something of a growth industry and very much part of social services, yet it is still regarded by many as not a 'proper' job.

Central and local government must recognise the value of the work being done by childminders if they are to achieve the status they deserve.

Childminding is a full-time job. You have to organise your own family and housework routine to do childminding, just as you would if you went out to work. Many childminders should be pursuing a profession of their own but have opted to become childminders because they recognise the importance of providing a high standard of care for the under fives.

Husbands are very important. It is essential to have the help and co-operation of both your husband and your own children to be a successful childminder. Looking after other people's children can be very rewarding but it is also hard work and a big responsibility. It is not the same as bringing up your own children.

There is a growing trend for mothers of young children to go out to work because of financial hardship, the growth of Women's Lib and many other pressures in modern day society. In many one-parent families a mother has to go out to work in order to support herself and her children. It is very important for babies and young children of working mothers to have a secure relationship with a caring person during mother's absence.

Childminders in no way want to take the mother's place, but they are able to provide a family environment and the love and care which is essential to the child's wellbeing. Young children need constant care. Parents should avoid moving their children from one minder to another as this can have a traumatic effect and create problems.

Registered childminders are responsible people who do care about children. They play an important part in the child's life and will work with the parents. Childminders have been very much underestimated in the past. People should now recognise the vital role which they play. They can offer an excellent service to working mothers by providing professional care to the under fives.

Information about childminders group meetings can be obtained from Marion Gamble, 42 Canada Drive, Cherry Burton. Telephone (0401) 50044.

PROFILES

[Continued from Page 6].

Not too many people turned up at the next A.G.M. (there was about two feet of snow). It would have been mean to refuse and so I agreed to be on the committee.

When one of the supervisors left I was asked if I would be interested in the post. The year before I had attended a 12-week playgroup course just as an interested parent and after some persuading I agreed to give it a try.

My youngest child started school in September. I started my playgroup job and signed on at the Tech. for the playgroup foundation course – one day a week for a year.

What I didn't realise at the time was that we had started our fourth baby.

As it happened everything worked out well. Samuel was born during the Easter holiday. I carried on with the course, not missing one session through him.

As my experience grew I was asked to do some playgroup visiting for the branch. I agreed and my association with the branch and county began.

After some training I started to do some tutoring on playgroup courses. This part of the work I really enjoyed.

With my youngest child at school, I was asked to attend regional meetings as a county representative. By this time I was area organiser for the Scunthorpe branch.

Shortly after I was appointed regional fieldworker. This is a voluntary post with expenses. Initially I was working with the Scunthorpe branch, but since the Humber Bridge opened I have travelled further afield.

I have many interests outside the P.P.A. These include gardening, sewing, W.I., drama, darts and cooking huge meals for my husband and sons.

The Pre-School Playgroup Association

The Pre-School Playgroup Association exists to help parents to understand and provide for the needs of their young children. It aims to promote community situations in which parents can, with growing confidence and enjoyment, make the best use of their knowledge and resources in the development if their children and themselves.

The Humberside P.P.A. has 150 members, formed into nine branches. Each branch tries to support local playgroups, often through a visiting scheme and by holding open meetings.

Some branches offer the facility of a toy library and most run a bulk buy scheme. Training days and basic play courses are often arranged by the branch, others by county and region.

The committee consists of representatives from each branch. A county A.G.M. is held in October each year and takes the form of a conference.

Mother and toddler groups are a growing part of our membership and it is hoped our support from these groups will continue to grow.

Useful Address

The Toy Libraries Association, Seabrook House, Wyllyotts Manor, Darkes Lane, Potters Bar, Hertfordshire EN6 2HL.

HELPING HANDS

Children's Book Group, Humberside

An organisation open to anyone who cares about children and books. Aims to promote an awareness of children's books and to bring children and books together.
We arrange talks by authors, organise workshops, tell stories in hospitals and clinics. We display, sell and talk about books anywhere.

Mrs. Allette Garnett, 57 Mill Rise, Swanland, North Ferriby.
Telephone: Hull (0482) 633175.

Community Playschemes Association, Hull

Established to develop creative play provisions for children in Hull.
Aim: to forge close links between communities and schools, identify areas of need.
Activities: playschemes, holidays for children in need.
Interested in hearing from people who are interested in improving play facilities.

Ms. Irene Morris, 83/85 Ferensway, Hull.
Telephone: Hull (0482) 224547.

Gingerbread

To provide friendship, help and advice for one-parent families.

Telephone: Hull (0482) 446308/801936.

Grimsby Area Twins Club

Secretary: Cathy McGinty, 36 Achille Road, Laceby, Grimsby.

Telephone: Grimsby (0472) 73180.

Humberbus

Humberbus is a double decker used as a community resource in Hull; employs four staff to organise and assist with projects on the bus, *e.g.* advice centre, parent and toddler groups, craft workshops.
Mrs. Pat Tomlinson, 83/85 Ferensway, Hull.
Telephone: Hull (0482) 224547 extension 6.

La Leche League of Hull

Exists to promote good parenting through breastfeeding. A voluntary organisation offering practical, sympathetic help to mothers wishing to successfully breastfeed their babies. Trained counsellors who have happily nursed their own babies offer encouragement, information and support through telephone counselling and monthly discussion meetings backed by a medical advisory board. Also offers information leaflets in many languages.

Leaders – Lynne, Telephone: Hull (0482) 508689;
Mary, Telephone: Hull (0482) 48126.

National Childbirth Trust

A registered charity providing comprehensive education for parenthood: ante-natal classes for expectant mothers or couples wishing to prepare for childbirth and parenthood; non-medical help for breastfeeding mothers by counsellors; post-natal support for new parents to reduce anxiety; training for N.C.T. teachers and counsellors; parenthood education in schools and colleges.

Mrs. Anne Pearse, 395 Cottingham Road, Hull.
Telephone: Hull (0482) 48325.

North Humberside Early Years Association

This group was formed in September 1981 as a local alternative to B.A.E.C.E. (British Association for Early Childhood Education) which was becoming a distant and increasingly expensive organisation.
The objectives of the association are to promote an interest in all aspects of the early years of education; to keep members informed of new ideas and developments; run workshops; and to try to bring together people from all types of provision – for the young child – playgroup staff, nursery and infant staff and students.
In the first year, thanks to a very energetic and knowledgeable secretary and committee, the association has progressed a long way to achieving these objectives though we would like to see more members from playgroups.
Mr. John Bower, Humberside's Director of Education, gave an inaugural talk to a packed house at the Education Centre in Hull. Other meetings have included a workshop on structuring play by Mrs. Ann Sharp (an adviser in Sheffield and co-author of 'Structuring Play in the Early Years at School'), an art and craft session on making Christmas decorations, and talks by Councillor Veronica Wilson, Vice-Chairman of the Education Committee and Chairman of the Under Fives Council and Mr. Michael Stanton, Secretary of the Nursery Nurse Examining Board.
The 1982-83 programme has started with a talk by Miss Willis, tutor to the health visitors course, in October, and a practical demonstration on 'Crafty Crafts' by Miss G. Holland at Hull College of Higher Education on 10th November 7.30 p.m.). Future events will include a social evening at the Adelaide nursery unit in December. The star attraction will be a day course on 23rd April, 1983, run by Miss Avril Dankworth on 'Make Music Fun'.
Most meetings are open though workshop sessions are generally over-subscribed and members are given preference. Membership is £3 per year (free for students) so if you would like to join, come along to a meeting or contact Janice Stott (Secretary) at Manor Road Nursery School for further details.

Open Meeting, 18th November, 8.00 p.m. - 10.00 p.m.
The Spastic Society film "Priority of Priorities." The film deals with the tragic, but sometimes preventable, handicap of newborn babies.

Pre-School Playgroup Association, Humberside

Formed in 1974 to link playgroup branches on both sides of the Humber; to promote the aims of the P.P.A. within the county; co-ordinate and represent P.P.A. branches and individual playgroups at county level and promote the formation of new playgroups; liaise with the local authority in matters affecting playgroups.

Mrs. J. Fletcher, *c/o* Area Offices, Social Services,
Dunstall Street, Scunthorpe, South Humberside.
Telephone: Scunthorpe (0724) 68581.

Twins Group

Started to help and advise mothers of twins, triplets, etc., and to bring to light the difficulties of shopping with and transporting two or more babies simultaneously.

Mrs. A. Sowerby, 7 Langdale Crescent, Cottingham, Hull.
Telephone: Hull (0482) 848502.

Humberside County Council

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Number 2

HUMBERSIDE COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
DIVISIONAL ORGANISATION

SHOWING NAMES OF AREA SOCIAL SERVICES OFFICERS AND ADDRESSES OF AREA OFFICES

– – – – – AREA OFFICE BOUNDARIES

——— DIVISIONAL BOUNDARIES

Mr. C. Wright
Beverley North Area
Health Centre
Manor Road
Beverley
Tel. Hull 861861

Mr. S. Mould
Beverley South Area
22 Lairgate
Beverley
Tel. Hull 867131

Miss J. Cook
Hull North Area
George Ashton Centre
Ashton Close
Hull
Tel. 854591,
854684/5, 856918

Mr. R. G. Martindale
Hull West Area
Muriel Wilson Centre
Lindsey Place
Anlaby High Road
Hull
Tel. 55959, 561131

Mr. G. Owens
Boothferry Area
Westfield House
Westfield Road
Goole
Tel. Goole 4546

Mrs. L. Lyall
Scunthorpe Area
Dunstall Street
Scunthorpe
Tel. Scunthorpe 68581

Mr. T. Batten
Glenford Area Office
Carey Road
Brigg
Tel. Brigg 55252

Mr. P. Would
Hull Central
Queens House
Paragon Street
Hull
Tel. 224482

Mr. C. Lewington
Cleethorpes/Immingham
Area Office
St. Hugh's Avenue
Cleethorpes
Tel. Grimsby 65151

Mr. G. Lake
Grimsby South
36 Brighowgate
Grimsby
Tel. Grimsby 59161

North Wolds Area Office
26 Marton Road
Bridlington
Tel. Bridlington 70141

Mr. S. Bateman
Holderness Area
George Street
Hedon
Tel. Hull 897166

Mr. P. Brown
Bransholme Area
74 Goodhart Road
Bransholme, Hull
Tel. 825100, 825107/8/9

Mr. S. Collier
Hull East Area
449 Holderness Road
Hull
Tel. 781151

Mr. A. Goodie
Grimsby North Area
William Molson Centre
Kent Street
Grimsby
Tel. Grimsby 59161

BEVERLEY DIVISION
- A NORTH WOLDS AREA
- B BEVERLEY NORTH AREA
- C BEVERLEY SOUTH AREA
- D HOLDERNESS AREA

GRIMSBY DIVISION
- E CLEETHORPES/IMMINGHAM AREA
- F GRIMSBY NORTH AREA
- G GRIMSBY SOUTH AREA

HULL DIVISION
- H HULL CENTRAL AREA
- I HULL WEST AREA
- J HULL EAST AREA
- K HULL NORTH AREA
- L BRANSHOLME AREA

SCUNTHORPE DIVISION
- M SCUNTHORPE AREA
- N BOOTHFERRY AREA
- O GLANFORD AREA

HOSPITAL BASED AREA TEAMS

Mr. W. Power
Kingston General Hospital
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Hull
Tel. 28631

Miss J. Shearman
Hull Royal Infirmary
Anlaby Road
Hull
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Mrs. H. Jaspan
Broadgate Hospital
Walkington
Beverley
Tel. Hull 883161

SOCIAL SERVICES FOR THE UNDER FIVES

The Social Services Department is a developing service in all its aspects, not the least in regard to services for the under fives. Progress in development is restricted by the resources available, and these are short at the present time. Nevertheless, the services provided by the department are increasing and varied, catering for different circumstances and conditions.

The basis of much of the provision is directed to the family, not just the child, and where there is a "cycle of deprivation" the staff of the department work hard to break into the cycle to improve the quality of life for young people. Many of our social work staff are involved in this difficult area of work.

At present there are two family day care centres, and two more are planned for the county. These centres provide day care for children, but in addition there are facilities for parents to share in the care of their children, learning good child care practice; also there are opportunities for group work with other parents so that problems are discussed, understood and sometimes alleviated.

The department has only one day nursery in the county and that is in Hull. It is planned to improve the accommodation so that parents can be more involved with the staff and the work of the nursery. It is hoped that both the parents and the staff will benefit from the improvements, so that the co-operation already encouraged will be extended.

At times it is necessary to remove children from their families for a variety of reasons, and foster parents are increasingly used in preference to residential care – giving, we hope, a more natural family-like atmosphere. In this year's programme a family unit is planned: complete families will be able to be together in the unit and helped to learn to cope with their difficulties by home-making staff and social workers. It will be interesting to see how much this facility will be used and how successful it will prove.

Under fives officers of the department co-ordinate and advise those people involved in public, private and voluntary provision of day care for children. Financial help is often given to voluntary groups just starting new schemes which will also cater for children in need.

The staff in the department also help to select, advise and arrange financial support for people who relieve problem families by offering day care in their own homes. This aspect of support from staff is also being developed for those people who offer a child minding service – it is assuming a larger importance than the registration and inspection which is necessary to comply with the law.

The incidence of child abuse is always prominent in the public eye, and all the facilities of the department are used in an attempt to prevent this abuse. Experience gained points the way to more developments in the support for families as resources become available.

The department has strong legal responsibilities for the welfare of children, and seeks to carry out these responsibilites. It is hoped that a review of the laws governing children and family care will bring benefits to the family which would be strengthened by the introduction of family courts.

Councillor Joyce Hoyle,
Vice-Chairman of the Under Fives Council

Councillors Joyce Hoyle (left) and Wilson 'at play' with children at the McMillan Nursery School in Hull. Their visit marked the launching of the first issue of the 'Focus Under Fives' newsletter.

HELPING HANDS

Meet-a-Mum Association (M.A.M.A.)

The Meet-a-Mum Association (M.A.M.A.) was founded in 1979 to help combat the effects of post-natal depression and loneliness in mothers with babies and young children. We have set up mother and toddler groups in the area, numerous small neighbourhood groups, and provide a 'friendly ear' to those who need it. We also hold monthly evening meetings.

For further information please ring:
Mrs. Christine Lamb, 24 Chichester Road, Cleethorpes. Telephone: (0472) 690355 or
Mrs. Barbara Pearce, 225 Littlecoates Road, Grimsby. Telephone: (0472) 78600.

C.L.A.P.A.

The Humberside group is a small one aimed to give help or advice to parents of cleft lip and palate children. We have three or four meetings a year where parents can get together for a friendly chat.

For more information please contact:
Mrs. Kaye, 85 Eppleworth Road, Cottingham.
Telephone: (0482) 842301.

Note from the Editor

Thank you for all the letters received. I hope you have all received a personal reply. We cannot guarantee that every letter will be printed but we will endeavour to offer a cross section of interests and problems.

We hope to feature village schools and the nursery bus, that visits various villages in the next issue. Please get in touch if you would like me to visit you.

We also want to have your ideas, views and experiences. Please send your contributions as soon as possible to: Margaret Rice, Professional Centre, Humberside College of Higher Education, Inglemire Avenue, Hull. Telephone: (0482) 42157 extension 485.

THE TELEPHONE NEVER STOPS RINGING

A Day in the Life of a Health Visitor
By S. Stephenson

8.30 a.m. I enter the office to the usual sounds of the telephone ringing, school children hurriedly arriving for their clinic appointments with the school doctor and the buzz of my colleagues busily preparing their work for the day. The support our colleagues provide each other is invaluable.

I check my work diary to find I have the morning free for home visits. I have already arranged one visit to three-month-old twins and a visit to a new baby is due. The afternoon I shall be spending at my regular child health clinic which is held twice weekly at the local health centre.

On checking through my forward planner for home visits, I see that I have a few pre-school assessments due. Most of these children are presently attending the local nursery, so I plan to call in and ask the headmistress if I could arrange a session for the following week.

9.00 a.m. I telephone the aftercare service as a result of a home visit of yesterday. A five-year-old physically handicapped child who has no bladder control, needs supplying with incontinence pants and bed protection to make him more comfortable. They will be supplied within the week.

9.10 a.m. The daily post awaits me. Blood test results from babies' seventh day heel prick have returned, they are all within normal limits. Several circulars a day reach our desks and we must filter through them in order to keep up-to-date with recent trends in child care and new policies. The paperwork is endless but vital in order for us to provide a prompt and efficient service.

9.30 a.m. The telephone never stops ringing for the first hour and this time there is a call for me. Miss A has an eight-week-old baby who is suffering from colic. She explains that he hasn't settled all night and that she is at her 'wits end' – could I call in. Miss A sounds tearful and desperate and with a screaming baby bellowing in the background, I can understand why. I was about to leave the office, so I make Miss A my first call.

9.45 a.m. Arrive at Miss A's home. The baby is still screaming and Miss A breaks down into floods of tears. I take the baby and we have a talk over a cup of tea.

The baby seems colicky with all the usual symptoms and has been unsettled and crying for the last two days, especially during the evening. Miss A is tired, tense and frustrated and needs much encouragement and reassurance as she feels she is failing in some way. Her confidence needs a boost, so together we discuss the feeding regime and she offers the baby a drink of warm water, gripe water has been tried with no effect. The baby begins to settle and relax along with his mother as the tension slowly goes. As the colic is occurring consistently Miss A agrees to my informing her general practitioner of the problem in case he feels medication prior to feeds may be necessary. Both mother and baby seem a little happier as I leave and I arrange to call back the following day as Miss A is hoping to attend the clinic that afternoon.

10.30 a.m. Arrive at Mr. & Mrs. B's home. New baby visit. Mr. & Mrs. B are new to the district and this is the first time we have met. It is extremely important to develop a good relationship as I shall be visiting this family at least until their daughter reaches school age.

The young couple appear to be coping well, they are supporting each other and appear confident in their approach to the baby. I inform them of my role as a health visitor and stress my nursing and midwifery background. We discuss many topics including general baby care, feeding and immunisation, over a cup of coffee. The couple appear interested and receptive of any advice offered and I leave a couple of leaflets to reinforce my advice. I do not disturb the baby as she is sleeping and has been examined by the paediatrician recently. When I look into her cot she appears settled, pink and healthy. Mrs. B is feeling well and talks freely of her experience during pregnancy and childbirth. Mr. B was present at the birth and provided her with much needed support.

I inform Mr. & Mrs. B of the local child health clinic and explain its purpose. I leave my card and telephone number and invite them to call anytime if they have a problem. I arrange to call again next week.

11.10 a.m. I call at the nursery as I am passing. The nursery is situated in the middle of my geographical area, therefore many of the under fives I visit are pupils here. I have come to know the headmistress Mrs. C and the staff well, over the last two years and am now a frequent visitor to the nursery. Mrs. C and I arrange four assessments including a hearing and vision test for the following week and Mrs. C will invite the parents to attend.

I inform Mrs. C that I have encouraged a young mother to call in regarding a nursery place for her four-year-old son. There are a few family problems and it would be beneficial for her son to attend. Mrs. C will look out for this lady and do her best regarding a nursery place.

11.25 a.m. Arrive at Mrs. D, mother of three-month-old twins. This visit was arranged to coincide with the twins' wakeful periods as I intended to weigh the babies on the portable scales. The twins both appear healthy, alert and developmentally they are within the normal range for their age. They were also both gaining weight in proportion to their size when I measured their head circumferences. We discuss future mixed feeding at length and I leave leaflets to act as a guide.

The twins' first immunisation is due in two weeks. The twins are to be given the full vaccine course including whooping cough as there are no contra-indications present. Mrs. D appeared more confident at this visit and was coping well with the support of her husband and family.

11.55 a.m. Arrived at Mr. & Mrs. E's. Mr. & Mrs. E are both over eighty years of age and have recently applied for rehousing on medical grounds. It is my job to make a full report of the medical and social history of the couple.

Mr. & Mrs. E were extremely welcoming, both had long medical histories and were finding it hard to cope with a three-bedroomed house. I obtained all the details I needed and discovered that the couple were receiving all the benefits they were entitled to except for an additional heating allowance as Mr. E was housebound. I agreed to contact the local D.H.S.S. office and them to visit the couple at home if possible. After a discussion on general health topics such as diet, medication and home safety I left after leaving my card and telephone number.

12.35 p.m. Return to office to deal with any messages. Lunch break.

Continued on page 5.

THE FIREMAN DID COME

"Are you all right in there?" asked Station Officer Ted Dowse, tapping on the mask of the breathing apparatus.

Mr. Dowse, schools liaison officer with the Humberside Fire Brigade, was paying a visit to the Longhill nursery unit in East Hull.

A muffled "Yes" was all we could hear from David who, by this time, was completely engulfed in a full size fireman's outfit.

The children sat wide-eyed as S.O. Dowse explained to them what happened when the fire alarm rang, with David as the model.

The first thing a fireman does when the fire bell rings is to put on his bright yellow helmet – onto David's head went the helmet, with the brim resting on his shoulders!

The children were then told about the protective qualities of the helmet and, by way of demonstration, a volunteer hit David on his helmet with the metal nozzle of a hosepipe.

S.O. Dowse carefully explained to the children that they must not do this themselves as they could hurt each other. He then went on to encourage the children to think of reasons for the fireman needing a protective helmet.

Next came the special boots and the leggings – David's feet and legs disappeared into a pair of size 11 black boots and a pair of bright yellow leggings were pulled over his trousers and fastened round the back of his neck.

Then into the heavy coat and the breathing apparatus and mask were fastened on to his back, minus the air cylinder. The children were told about the need for the breathing apparatus when firemen had to go into places which were very smokey.

When David was a fully-dressed fireman there was no shortage of volunteers to try on the clothes, although when first asked the children had been generally reticent. Now they were eager to take turns and ask questions – where did the water come from? Who told them about fires?

The following day the nursery was busier than usual. Boxes were pushed together to make a fire engine and the suitcase containing the equipment loaned to us by S.O. Dowse was raided by boys and girls alike.

Fires were put out all over the nursery, hosepipes were moved from room to room, firemen wearing gas masks or breathing apparatus warned me of the dangers of fire and always there was a child dressed in the full outfit walking unsteadily around in size 11 firemens' boots!

Drawings of fire engines and firemen, houses on fire, all added to the excitement, which spilled into the cloakroom, of things to tell their mums at home time.

One unsuspecting visitor to the nursery, the educational psychologist, looked mystified as the children crowded around her to ask if she had come with the fireman. They were convinced that the suitcase she carried must have firefighting equipment on it.

And one three-year-old toddler told her: "The fireman did come. It was good. We like it."

Future activities at the nursery include a visit by a fire engine and a talk to the Mothers Club on safety in the home.

S. Staples *(Teacher in charge)*

With a lot of help from young David, Station Officer Ted Dowse, Humberside Fire Brigade's schools liaison officer, demonstrates the use of firemen's protective clothing to children at the Longhill nursery.

The Fire Service's schools liaison officer, Station Officer Dowse, is available to visit nursery schools and classes anywhere in the county. Contact the Central Fire Station in Hull.
Telephone: (0482) 29303.

A Day in the Life . . .

Continued from page 4

1.35 p.m. Arrive at the local health centre to prepare for the child health clinic.

The health centre lies on the edge of my geographical area and therefore many of the families I visit at home attend the clinic. The clinic is staffed by two health visitors, a doctor and two clerks who deal with the clerical work and the selling of the baby milks, vitamins and juices. Food and vitamin tokens can also be exchanged here.

The two health visitors are present to discuss problems, support and weigh the babies and toddlers. We encourage all families with children under five years to attend if they wish, and we aim to run the clinic in a relaxed atmosphere with a small selection of toys available to occupy the toddlers, while their mothers chat among themselves. Between sixty and eighty infants attend each session. We do not always have the opportunity to discuss problems at length, but if necessary a visit at home the next day can be arranged. The clinic doctor is present at each session to deal with medical examinations which begin at six weeks of age, immunisations and any other problems that arise.

4.10 p.m. The last of the mothers leaves the clinic. The doctor and I discuss any problems that have arisen and refer them to the health visitor who visits the family.

4.20 p.m. Clear away the clinic.

4.30 p.m. Return to my office. Check messages and respond if necessary.

4.40 p.m. Record day's activities in my work diary, and begin to write the rehousing report.

5.00 p.m. Leave for home.

THE SCUNTHORPE FAMILY ADVICE CENTRE

The Scunthorpe Family Advice and Day Care Centre was opened by Social Services in March 1979. Purpose-built close to the town centre, if offers part-time day care to pre-school children with support, guidance and group activities for their parents. It also provides for evening activities, *i.e.* groups of older children, meetings for allied voluntary organisations, fostering and adoption courses.

The building is designed with ample indoor and outdoor play space to accommodate 32 children at a time. Other accommodation officially designated as meeting, waiting and general purpose has a multitude of uses, *i.e.* play space for babies, physiotherapy, speech therapy, parent-group activities and English language classes, to name but a few. The main office is at the front entrance and available to all callers, a further room is utilised as an office and interview room.

Transport: Attendance depends heavily on the availability of transport either because of distance, lack of public transport or the fare, lack of motivation or ability, plus the fact that approximately one third of children attending travel unaccompanied.

Staffing: Parents and very young children are catered for by two community group workers and children by a one-to-eight ratio of nursery assistants with the addition of a nursery leader who also deputises for the supervisor and helps with parent groups as and when necessary.

Two part-time domestics and a full-time caretaker tend to all the cleaning, meal serving, room preparation (*i.e.* rearranging furniture to suit varying uses of rooms) and general daily upkeep of the centre. The officer in charge, known as the Supervisor, attempts to hold the reins and keep things running smoothly as a unit with one team working together.

The community group worker, Mrs. Plaskitt, works collectively and individually with parents and their very young children, also runs 6–10 club with nursery assistants. Community G.W./Social Worker Mrs. Littlewood also works with parent groups but has a first responsibility towards assessment of new referrals and social work needs of families attending, apart from a minority which are covered by area colleagues who have referred families from their own caseloads. The majority of new referrals to the centre are also new to the department.

A study in concentration during a session at the Scunthorpe Family Advice Centre.

Our caring, attention and affection should be aimed at parents (more often mums though fathers are included) equally even a little more than their children in the belief that the family as a whole will reap the benefit of mums new found self recognition and 'love'.

We so-called experts must beware of our cool efficiency and benevolence with its almost certain fuelling of a parents feeling of worthlessness. When at the end of our day we hand back to the mother, who may well be further alienated, the child whom she finds difficult to love in the first place.

West Street staff are therefore expected to care for parents too, no matter how 'unloveable' and not exclude them in their quite natural and genuine and necessary concern for the children.

As supervisor of a day care centre for almost four years, I am still learning. With a residential background of 19 years I was obviously over-protected from the total reality of the effects of poverty and inadequacy on family life. I now realise more than ever that to rear children needs a modicum of insight and intelligence but to be poor and survive with dignity really needs brains.

J. Clarke, *Supervisor*

Mrs. Page, nursery leader, works closely with all aspects of the centre, a 'jack of all trades' in fact, but appreciates that her prime responsibility is towards the playroom, its staff, parents and children.

The playroom is staffed by six nursery assistants working the equivalent of four full-time staff at 37 hours. They are qualified in terms of training and/or experience and perform miracles with a high concentrate of poorly socialised and motivated children.

All staff work happily with volunteers, specialists, students, trainees and each other.

Helpers: including professionals, specialists, students and anyone who can work with staff, parents and children under varying degrees of support and supervision. Volunteers are formerly registered as such and at all times are supported by staff.

Aims: as projected in 1979 and now being realised can be described as follows: a partnership of staff, parents, professionals and volunteers in a campaign of help and support for the family.

The centre offers family advice and therapy, it encourages parental involvement and community participation. It offers specialist play and nursery care for able and disabled children of pre-school age and club activities for six to ten-year olds including facilities for an intermediate treatment group organised by area office colleagues.

Due to the complexity and variations in types of groups of adults and children and in particular the comparatively low age range of the latter, we find it unworkable to operate the playroom to capacity at all times.

At the time of writing numbers on register:
Children 108, of whom 23 are handicapped and 18 are non-English speaking.
Parents 61, of whom 12 are non-English speaking.
Childrens' ages: 0–1 year, 11; 1–2 years, 15; 2–3 years, 38; 3–4 years, 26; 4–5 years, 8; 6–10 years, 10.

Continued on page 7

FAMILY ADVICE CENTRE *Continued from page 6*

Children and parents attend once, twice or three times weekly, though in a very few cases the sessions increase up to five. (The centre presently only opens from Monday to Friday).

Parent groups number from three to twenty three with a monthly evening group of thirty plus. Children's sessions are arranged as follows:

Monday & Friday morning 9.00 - 12.00 Handicapped children only.

Monday & Friday afternoons 1.00 - 3.30 Mixed ages, abilities, problems.

Tuesday & Thursday AM/PM 9.00 - 2.00 Mixed ages, abilities, problems & handicapped.

Tuesday & Thursday afternoons 2.30 - 3.45 Parents & Children.

Wednesday AM/PM 9.00 - 2.30 Mixed parents & children & handicapped.

Monday & Wednesday evening 4.30 - 7.00 6-10 club.

Wednesday afternoons 2.30 - 4.30 Staff meetings.

Midday meals are served to children, on Tuesdays, Wednesdays and Thursdays.

The family advice centre in Gurnell Street, Scunthorpe.

Home-Start Offers Help

Home-Start (Hull) is an independent voluntary organisation, at present based at the Voluntary Organisations Centre, 8 Lonsdale Street, Anlaby Road, Hull. Home-Start (Hull) is a scheme which offers support, friendship and a practical approach to families where there are children under five years of age and who may also have other problems and difficulties to cope with. Carefully-selected, trained voluntary workers, all parents themselves are 'matched' to one or two families for as long as there is a need for help.

Home-Start, founded in Leicester by Margaret Harrison in 1973 now operates in twenty-three areas of Britain. In Hull, the scheme came into existence in November 1982 after interested professionals at a National Childrens Bureau Conference, held in Hull the previous year, heard Margaret Harrison speak about the success of Home-Start Schemes.
The professionals realized that the regular visits of trained Home-Start volunteers to families under stress, could be a positive preventative measure and that parents and young children could both be helped in a practical way by the volunteer who would go into the home as a friend. The volunteer would not replace the professional worker bu' might help the family achieve some stability and practical skills.

At the time of writing, Home-Start (Hull) has a small band of voluntary workers ready to begin their 10 week preparation course. By mid-March it is hoped to be operational as referrals from professional workers are beginning to come in. Recruitment of volunteers will continue and the organiser is available to give talks on Home-Start (Hull) to interested groups of people.

Home-Start (Hull) is run by a full-time organiser, Mrs. Susheela Lourie, with shared secretarial help. The management committee of Home-Start (Hull) is composed of professionals from education, health and social services, probation, community liason, police and voluntary child care bodies. The scheme is funded by monies from the Inner City Programme and Social Services and is a registered charity.

If you require any further information please contact:
Mrs. Susheela Lourie, Home-Start (Hull), 8 Lonsdale Street, Anlaby Road, Hull. Telephone (0482) 51043.

Childminding: A Reminder

We would like to point out that a childminder is anybody who looks after children under five years of age (not relations) in her own home for two hours or more per day and receives payment. By law such people must register with the Social Services Department. For further information people should contact the under fives officer at their local divisional social services office.

The National Childminding Association is open to childminders, parents and any other interested person. A newsletter is produced throughout the year and the association publishes useful pamphlets and also promotes material (*i.e.* badges, car stickers etc). Individual membership: £2.50 per year.

Hull Division held a meeting for childminders in October and it is planned to hold a meeting once a term throughout the year.

Mrs Richmond at the family advice centre on Bransholme is extending her toy library for the use of child minders living in the area. The next toy library will be held on the first Wednesday in the month. Childminders are invited to take their charges with them to the centre where they will be able to play while the childminders choose toys and enjoy a 'cuppa' and a chat.

B. Jackson

BOOK REVIEW

Peter Blatchford, Sandra Battle and Julia Mays.
Publication Nelson 1982.
Report on the Transition from Home to Pre-School project NFER 1977-80.

A worthwhile read for all teachers or practitioners concerned with young children and their parents. Particularly interesting were the in-depth interviews with parents about the child's experience before entry to nursery, their expectations and finally their views on this first transition.

In order to have wide background information on routines and methods of admission postal surveys were conducted for staff in pre-school playgroups and nurseries in Birmingham, Cornwall, Coventry, Doncaster, Manchester, Newcastle and Sunderland. Staff in nurseries in Hounslow, Surrey and Hampshire were interviewed and two of these latter areas were selected for the parent interviews and observations.

Eighty nine per cent of the schools in the large survey invited parents and children for a visit prior to entry – sixty per cent of these were informal involving a chat with the head or teacher and a visit to the class. Some held group meetings but these were unpopular with parents who felt unable to ask questions on their first visit. Thirty per cent of the nursery staff were doing home visits but parents on the whole were unenthusiastic though some enjoyed them in conjunction with a visit to the nursery.

Thirty per cent of the mothers in the survey worked only eight per cent full time but the reasons given for entry into pre-school were overwhelmingly 'for the child's benefit'. The profiles of the children's activities before entry are detailed and of interest to pre-school staff. Over half the mothers played with their children for more than one hour a day, six per cent not at all – with similar figures for reading stories. Messy activities were rarely provided though most children had access to crayons and paper and large wheeled toys.

Parents had usually found out about provision through friends or neighbours or having an older child in school. Playgroups were considered convenient by the parents of younger children because of their flexibility and thirty eight per cent of parents would have liked their children to have built up gradually to the everyday attendance expected by nurseries. Few had attended mother-toddler groups and these had a very poor image among the mothers. Half the parents wanted pre-school experience for social reasons, twenty eight per cent for educational reasons though only two parents spontaneously mentioned 'learning through play'. The majority of parents were however helping their children to learn about numbers, colours, shapes, rhymes etc. While sixty nine per cent believed they had a marked effect on their children's development they tended to undervalue their influence on learning and did not recognise that many of the activities they did with their children were developing skills for reading or maths.

The authors conclude that nursery practitioners should look carefully at their aims and objectives – particularly at the structuring of play and social relationships with a view to helping new entrants settle quickly. They should also be more aware of the children's previous experiences and to the needs of parents for information and advice. Relationships between parents and staff after entry are an important aspect of transition but while staff seemed to have sympathy with the notion of parental involvement, few made practical efforts to set up such links.

Reviewed by Angela Stones

LETTERS

Humberside Libraries recently produced four book lists to mark Childrens Book Week 1982. Copies of our "Picture Books" list include many old favourites such as "Rosie's Walk" but even these titles may not be familiar to many parents or to those new to childrens work. All the books can beborrowed from Humberside Libraries and displays based on the list can be organised on request. If you would like extra copies of the list for distribution to playgroups or mother and toddler groups please contact my County Childrens and Young Persons Officer, Miss Enid Brooke, who will be pleased to help. Telephone 867131 Extension 3554.

Glyn Roberts
Director of Leisure Services

I have recently had a copy of the first Under Fives Council Newsletter sent to me by the local Pre-School Playgroup Association and think that what you are doing can go a long way towards bridging a large gap in the work among pre-school children.
Many thanks and my good wishes for the success of the Council for the Under Fives.

B. Pearce, Grimsby

The first issue presented itself to mothers as a focus on the providers for the under fives rather than on specific topics and to the average Mum and Dad the format would be off-putting. I would hope that parents will not feel that they themselves are of little importance in the face of so many high powered representatives. How many representatives are currently parents of under fives? Ought there not to be a parent representative?

M. Allen, Scunthorpe

MEETINGS

NORTH HUMBERSIDE EARLY YEARS ASSOCIATION
Tuesday, 15th March, 7.30 p.m. at The Professional Centre, Aquin House, Humberside College of Higher Education, Inglemire Avenue, Hull: The Early Years : Lessons of Europe and America, Mr. J. Bolton, Deputy Director of Education, Humberside County Council. Secretary, Janice Stott, Telephone Hull (0482) 882631.

THE PROFESSIONAL CENTRE
Saturday, 12th March, morning conference, 9.30 a.m. – 12.30 p.m. at Aquin House (Main Hall), Humberside College of Higher Education, Inglemire Avenue, Hull. Aspects of Partnership in the Early Years: Local and national viewpoints on programmes for the pre-school child. Open to parents and professionals. Contact Helen Thompson, Hull (0482) 42157 ext 412, or call at Aquin House.

Useful Address

The Toy Libraries Association, Seabrook House, Wyllyotts Manor, Darkes Lane, Potters Bar, Hertfordshire EN6 2HL.

Printed by Wyke Printers, Hull.

Professional Centre

Professional Centre, Humberside College of Higher Education, Aquin House, Inglemire Avenue, Hull. Tel: (0482) 42157 Ext 485. Director, Patrick Doyle: Humberside Teacher Fellow, Mrs Margaret Rice, McMillan Nursery School: Chairman of the Policy Committee, Miss Mary Shannon, Brumby Comprehensive School, Scunthorpe.

BULLETIN NO: 7

Winter 1982/1983

Editorial...

This bulletin is to be the last published by the Professional Centre in its present form, and we would wish to take this opportunity of thanking all of those who have helped with previous issues: past secondees to the Centre, all contributors, the secretaries of the Faculty Office and the staff of the Public Relations Unit and the Reprographics Department.

In its place the Centre hopes to produce a termly newsletter, which will provide details of all courses, seminars, lectures and services offered to Humberside teachers, and a Journal of Professional Studies. The journal will be published twice a year and focus on articles of direct relevance to classroom practice.

Other changes in the Centre are mentioned elsewhere in this edition, but from January, Dennis Bates assumes overall responsibility for the day to day administration of the Centre and its short course programme. Patrick Doyle remains attached to the Centre as Associate Tutor with responsibility for the Centre's publications, including the new journal, and for the co-ordination of the College's involvement in the Van Leer Project.

PS 01 37 36

Publications

Malet Lambert High School, Hull is to be congratulated on publishing an excellent series of Local History Originals. Recent issues include:

Volume 6 - The Log of A W Reidpaths Ship "Old Kensington" between Astoria and Hull 1887/8, A Voyage round Cape Horn under sail 1981 (£1.25)

Volume 7, William Wells Master Mariner, 1815-1880, Master of the "Truelove" 1854-59, 1862, 1866, 1867 ed Philip Hepton, 1982, £1.00

Volume 8, Hull to the Somme: the Diary of Private James Tait, 10th Battn East Yorkshire Regt ed Peter N Farrar, 1982, £1.25.

Copies are available from A G Bell, Malet Lambert High School, James Reckitt Avenue, Hull; Mrs Beadle's Book and Craft Bazaar, 39 Newland Avenue, Hull; Town Docks Museum, Victoria Square, Hull - by post from the school, postage 20p for 1 copy, plus 5p for each extra copy.

Teach your own

The Professional Centre was privileged in the summer to host a lecture by the distinguished American educationalist John Holt.

Whether or not one sympathised with the deschoolers and unschoolers, the audience were impressed by John Holt's vision, wisdom and his overwhelming concern for children. The lecture was held to promote John Holt's latest book, *Teach your own: a hopeful path for education*, Lighthouse Books, 1981, 369p, £5.95. Although the book might be deemed a manual for home-schoolers, many of the chapters, eg Learning in the World, and Serious Play are of value to teachers in schools.

Holt's approach is summed up in his introduction *'It soon became clear to me that children are by nature and from birth very curious about the world around them, and very energetic, resourceful, and competent in exploring it, and mastering it. In short, much more eager to learn, and much better at learning, than most of us adults'*. A further point reiterated in his conclusion is *'to repeat once again the idea with which I began this book, it is a most serious mistake to think that learning is an activity separate from the rest of life, that people do best when they are not doing anything else and best of all in places where nothing else is done... When we lock learning and teaching in the school box, as we do, we do not get more effective teaching and learning in society, but much less'*.

Readers who have enjoyed and learned from Holt's earlier books, such as How Children Learn and How Children Fail, will not be disappointed with his latest work.

Curriculum in the Early Years

A Department of Education and Science course was recently held at the Hull College of Higher Education under the auspices of the Hull Sub-Committee on In-Service Training. Sixty-five teachers attended from all over Humberside.

The first part of the course consisted of an examination of some of the concepts which can be developed in a school setting, and lectures centred on the following: Aims of nursery education; the nursery school curriculum; an approach to structure in play; language development through stories and books; an environment for learning; towards mathematics.

The second part of the course will provide members with an opportunity to follow up a particular topic introduced in part one, meeting and working in small area groups, finishing with a day conference on 9 March.

Bombs, drains and scandal

In the Autumn of 1981 a joint project was launched by the Professional Centre and Fifth Avenue High School, Hull. The aims were to produce materials and schemes for the teaching of Environmental Studies on a pre-war Council Estate.

Fifth Avenue, a girls Junior High School, is situated in the heart of a large Corporation estate built in the nineteen thirties on the flat wet lands of the Hull Valley three miles to the north of the city centre. With geographic exactitude, but little imagination, the estate was called North Hull, and the streets numbered New York style, 5th, 7th, 9th, 11th Avenues. The houses appear superficially the same, the street pattern seems ordinary, the area lacking obvious historic features. The point of the exercise was to demonstrate that no landscape is featureless, all areas have a history, all have their own unique identity.

Initially, five sessions were held with members of the school staff, the first was based on slide sequence illustrating, remnants of hedgerows, mature trees older than the housing; field patterns, land drains, including the Barmston, bridges, different house types etc. Some slides deliberately showed "inquisitive children", and youngsters fishing in the Barmston Drain, near Hall Road. Others focused on Orchard Park, built in the late sixties, a very different estate, planned on the Radburn principals of segregating pedestrians and traffic etc, and incorporating high rise flats, thereby altering the skyline of North Hull. The slides were later used in school prior to the preparation of an urban trail.

The second session focused on primary source material, and the teachers used Trace Directories - photocopies of wartime ARP material etc. The third was held in the Sound Studios on the Inglemire Avenue Site, where Peter Adamson led a session on interviewing techniques and Oral History. The fourth session was a working visit to the City Record Office, when various archive material was selected for school use, including the 1928 O/S map showing the area prior to building construction; evacuation records for some North Hull children; ARP reports on bombing incidents and damage on the estate, and evidence taken at the Land Enquiry of 1932 about corruption with regard to land transactions prior to the building of the estate.

All of which helped to underpin the extant landscape features, and proved that the East/West road system related to the lanes and byways of the rural era, and were a reminder that in the thirties much of the district remained part of the parish of Cottingham and the parliamentary division of Holderness. The Land Enquiry introduced a human element into the story, which was echoed in the pages of Winifrid Holtby's, South Riding, published in 1934. The war of course is embedded in the memories of whole generations still living on the estate. Finally, the photocopies were presented to the school, and advice offered on a number of classroom strategies, for example Family History, surveys, retrographs etc.

In the Spring Term of 1982 the school embarked on fieldwork exercises and supplemented the slide set with more photographs. One member of staff pieced together meticulously the O/S map of 1928 from a series of overlapping photostats, and the photographs were related to the map. The war material was used as the basis for creative writing, and all of the fourth year came to College in small groups to tour the studios, practice interviewing and handle the relatively sophisticated tape recorders. The College minibus was used to transport the girls to and from the school. The project continues into 1983 as this academic year marks the fiftieth Golden Jubilee Anniversary of a school on the Fifth Avenue site, the "Green Huts" on 21st Avenue, the late 21st Avenue Boys School.

The huts, no longer Green, now serve a different purpose, housing the North Hull Neighbourhood Centre, mentioned elsewhere in this Bulletin, as well as a Youth Club, a Play Centre, and a Scout Group. That in itself is a lesson in History. Much more needs to be done, for instance a structured series of interviews with those in their sixties and seventies who remember the fields and farms before the houses were built, with former pupils of the school etc, and a study of the school buildings themselves which reflect an emphasis in the thirties on light, air, space, school gardens etc, as much a part of a health as an education programme.

Unfortunately, the school log book has vanished leaving a great gap in Fifth Avenue's archives, if only that could be relocated. However, arrangements are in hand for this years fourth year to come into College to use the studios prior to their Oral History work, and for the slide set to be updated, for instance since the summer of 1981 the landscape has changed in two ways. Dutch Elm disease has led to the felling of trees on all the main roads on the estate, and new houses have been built on green field sites, at Hall Road, on the edge of Orchard Park.

In summary, this was a useful school based in-service exercise, and one hopes of benefit to the pupils. The wider application of the exercise is the production of materials and experience for use on the existing In-Service BEd option. The Use of the Environment, and the proposed Dipse in Environmental Studies, plus the possibility in the future of a Professional Centre Short Course on Environmental Studies on a large estate.

Patrick Doyle

Select Bibliography

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Humberside Teacher Fellow

As the Fellow I am involved in a range of activities, which includes teaching and lecturing, visiting schools within Humberside and working with students on teaching practices and furthering an action research project. As Headteacher of McMillan Nursery School on the North Hull Estate, Hull, my staff and I fostered activities to help parents become more involved in the life of the school, through Book and Toy Library sessions, a Mother-Toddler Club and Pop-In sessions. These developments have now been documented in a publication called '*Parental Involvement Project - McMillan Nursery School*' published by Humberside County Council in May 1982. This document has been distributed to all schools with attached nursery units and Nursery

Schools, within Humberside.

Since September 1980 I have worked with a group of parents to form the North Hull Neighbourhood Centre Committee, of which I am co-ordinator. The Committee through funding from Hull City Council, Humberside County Council, BBC Children in Need Apeal, S Hunsley Spring Walk Trust and the Van Leer Foundation, Holland, has been able to foster activities such as Mother-Toddler Clubs, a Community Toy Library, Keep-Fit a Mother's Club, Pensioners and Parent Support Club, which are managed by parents. The knowledge gained through this development will form the basis of the Neighbourhood Centres Project, Hull, co-ordinated by myself and Patrick Doyle, which aims to develop activities in two other areas of Hull, depending on the needs of that area, as defined by key personnels working within the project area. The results of this work will form the basis of a document, which will be available to the Humberside Education Department and the Van Leer Foundation in October 1983.

As a member of the Under 5's Council I am involved as the editor of the newsletter, *Focus Under Fives*, which aims to form a channel of communication between professionals, parents and the general public. The newsletter will be published once a term.

I am organising an innovatory series of seminars in the Winter Term, named Aspects of Partnership in the Early Years, which offers the opportunity for professional staff from different backgrounds to meet and discuss children's needs within the framework of inter-disciplinary co-operation and communication. The series is planned for the South Bank during the Summer Term.

If teachers in the field would be interested in linking in with any of these interests please contact me at the Professional Centre.

School of Teacher Education visit to USA

The recent visit to the USA by David Pyle and David Bowen had several broad aims. Firstly, the visit to the University of Massachusetts at Amherst allowed three days of involvement in the Boston Schools Project. Secondly, the visit to Lesley College in Boston gave opportunities to participate in several seminars and lectures, with the additional perspectives on content and teaching and learning methods involved. Thirdly, both the University and the College arranged a series of visits to a range of Boston schools. Lastly, seminars were held with Lesley College students, prior to them leaving for England, as part of the Hull and Boston exchange scheme.

The University of Massachusetts Boston Schools Project has the overall aim of evaluating and providing leadership for renewal and enhancement of all aspects of participating secondary schools. Particularly exciting is the involvement of University staff, teachers, administrators, advisers and other interested professionals, in theoretical and practical sessions at a variety of University and school bases. The commitment of the University to this community based service is strong and, importantly, well supported by senior management.

The Lesley College visit was full in content and process. After an introductory meeting with senior staff, a visit was made to the impressive Kreage Resource Centre. An obvious feature of the centre was the attempt to integrate library, microcomputer and audiovisual studios as a closely functioning unit so as to provide cohesive support for students and staff. Attendance at an Education Division Staff Meeting provided valuable insights into the economic use of staff time and organising for positive outcomes.

The visitors attended and took part in a number of regular course seminars. A bare list will indicate the range. Jerry Schultz PSY 208 class was concerned with language and communication problems experienced by children with special educational needs. The topic of a second year core education class was *"Families Under Stress"* and dealt, among other things, with divorce, death, and child abuse as parts of its programme. Sal Pace ran an evening class, open to all, in the general area of Speech and Communication. This was an example a practising specialist being used by the College to extend professional perspectives. Two seminars, by Mary Mindass and Marilyn Pomerantz were concerned with learning styles and the sharing of ideas arising from day and longer school placements undertaken by second and fourth year students.

Five Boston schools were visited in the course of five days, interlaced with the day and evening seminar work and a general introduction on the work of Hull College and the School of Teacher Education given to the Lesley staff. The Boston schools included the Boston English and Latin Senior Schools, and the Agassiz, Lockwood and Martin Luther King Elementary and Junior High Schools. A particular area of the school curriculum to be seen was that dealing with language and reading programmes.

Evaluating what was a series of snapshots of only one part of the USA several tentative conclusions may be drawn. The Boston schools share a number of problems with other city areas in a period of recession and a static teaching force. The co-operative and generally unselfish and uncynical attempt by a range of interested professionals to seek ways of making their schools better places for all parties is worth close study and further exchange of ideas, particularly with reference to Humberside concerns.

The visit to Lesley and the Boston Schools provided valuable insights into the functioning of a USA teacher training institution and its relationship with participating schools. The structuring of the learning situation in the seminars to match the particular process of schooling under discussion was impressive. Stand up lectures were infrequent: student participation was strong, confident and to the point. A notable feature was the use of fourth year students to assist College staff in sessions with more junior students and this work comprised part of the senior students fourth year curriculum organisation studies.

Particularly well received was the participation of the Hull visitors in preparatory seminars for Lesley College students now teaching in Hull schools as part of their final placement. In addition to strengthening the exchange link, the visit gave a privileged opportunity to reflect on a number of professional issues common to USA and UK colleagues but also to evaluate and initiate further links of value to the College and Humberside.

David Bowen

Teacher Education in the new Humberside College

On January 1 1983, Hull College of Higher Education became Humberside College of Higher Education and a fourth major site was acquired for Higher Education at Grimsby. This is an opportune moment, therefore, to summarise what has happened to Teacher Education in the College since re-organisation in 1976, and what future plans we have in mind in the new Humberside College of Higher Education.

The School of Teacher Education, fully incorporating and responsible for the work of the Professional Centre for Teachers, has developed since 1976 a full range of "pre-service" and "in-service" courses which are heavily professional in their orientation.

Initial "Pre-service" Training

Most of the "pre-service" training is concerned with the early and middle years of schooling (PGCE, BEd Hons in Primary/Middle and in Mental Handicap). The major professional training emphases are in language and reading, number and maths, art, PE and drama, environmental science and music, and courses successfully blend a mixture of academic theory and practical teaching skills. These courses have as a central and substantial theme "school experience" - class and head teachers are heavily involved in innovative supervision procedures incorporating schedules for the assessment of student teaching performances in the classroom. Recently the College has experimentally involved some teachers in a full supervisory capacity with excellent results and this will be extended in the future. Students can in addition take a specialist qualification in RE. In the Secondary field, the College trains teachers for Maths and Computing, Biological Science, Historical Studies and Slow Learners in the Secondary School. For those seeking a qualification in the FE field we offer a highly popular and successful two year part-time teaching certificate.

In-service Education and Training

In 1976 both award-bearing and shorter INSET activity in the College was extremely limited. Since then we have developed and successfully operated one of the largest part-time BEd degrees in the UK. Over 120 teachers working from the Hull and Scunthorpe/Grimsby centres have already graduated from this professional course, and 200 are at present at various stages engaged in practical study. Many others in South Yorkshire are also involved via an academic liaison with Doncaster College. The course has a very professional focus for teachers in all phases of schooling, and most of the assessment involves teachers taking ideas and issues under **analysis** into their daily work, **implementing** practical tasks and **evaluating** their school/classroom work in written projects.

The College also offers teachers on a part-time basis a Diploma in Mathematical Education (6 to 17 years) and a full-time and full-time (modular) Diploma/Certificate for teachers working with children with Special Educational Needs.

Both these courses, in a similar fashion to the part-time BEd, stress the importance of teachers **analysing** problems, **implementing** classroom tasks and **evaluating** practical outcomes as a major focus of course assessment. For those working with handicapped students in FE, a one year part-time course is also available.

Teacher Education Staff

Although staff are heavily involved in teaching the above courses, supervising students in local schools and professionally involved with many serving teachers on INSET courses, they are also required naturally to keep in touch with the realities of classroom life and help develop the curriculum with teachers in Humberside educational establishments. Staff regularly are requested to offer professional advice on most curriculum areas, including matters of more recent concern (eg microcomputers in education - we are developing into a major micro-centre; and multicultural education - we are establishing a resource centre in this area; and see the section below).

Some activity is associated with practically-based, professional research a good example being a team-based project examining the effectiveness of professional courses at the classroom level.

Into the Future

Working in close collaboration with Local Teacher Associations, LEA officers and Advisers, the School is developing a whole range of INSET activities, many of which will be based at the new Grimsby College site. Pending the usual administrative and academic approval processes, a two year part-time Diploma is soon to be offered with options in RE, Technology, Educational Management and Environmental Studies; a one-term full-time course in Early Years of Schooling (3-5+) will be offered; eventually a part-time MEd should be on the books, and a one year part-time INSET Certificate with many curriculum options. A Mathematics Education Centre is being developed jointly with the LEA, and a new Maths Diploma will be offered for teachers concerned with low attainers. A range of courses for Children with Special Needs is also being actively considered. The School is also hoping to extend its resources in Language Education and will offer a local Humberside Language reference centre. The PGCE is developing an option for those seeking to qualify as teachers of Business and Commercial Subjects. Last, but by no means least, the Professional Centre is set to considerably expand its short-course provision and will publish a practical **Journal of Professional Studies** which should be of considerable professional use to Humberside teachers.

D W Pyle

Under Fives

The Education and Social Services departments of Humberside County Council have responsibilities for the Under Fives. In the case of the Education Department, services are provided through nursery schools and classes, while the Social Services Department has an overall statutory responsibility for the welfare of children and provides a day nursery, family day care centres and playgroups. It is responsible for the promotion, registration and supervision of private and voluntary playgroups, child minders and day foster parents.

The Under Fives Council is widely based and includes representation from members and officers of the three main statutory agencies involved - Social Services, Education and the Health Service, together with representatives of relevant voluntary organisations.

The aims of the Council for the Under Fives, are:

- Strengthen the existing links between statutory and voluntary bodies.
- Disseminate examples of good practice.
- Produce guidelines for the development of provision for young children.
- Share information about courses, conferences and areas of development.
- Examine the levels of present provision and identify ways in which any apparent gaps could be filled.

Conference report

Social Work in Birmingham Schools: Report of a talk by Geoff Myers, Assistant Education Officer, Birmingham LEA.

At a recent meeting of the North Humberside branch of the National Children's Bureau, Geoff Myers gave a talk on the development of a social work service for Birmingham Schools.

Birmingham has a large school-age population - the LEA is responsible for ¼ million pupils - and a very big proportion of them are black or Asian immigrants, and during the last few years, the education welfare service has been adapted and developed so as to be able to respond more effectively to teachers' concerns and anxieties about pupils' welfare and problems. He said people in the local authority had come to realise how schools are a very important source of referral for agencies concerned with children's welfare, and the education welfare service had been developed so that it could be used by schools for the direct referral of all pupils, and their families, who were in need of social work support. Schools were now using this facility very fully, last year (1981) over 160,000 referrals had been made.

He explained how the education welfare service had been extended so that it could take on greater responsibilities than previously. Education Welfare Officers had become qualified social workers, and were now known as education social workers. ESWs were able to respond to a wide range of problems and needs, and no longer concentrated their efforts on getting pupils to attend school in isolation from other problems that they and their teachers faced. ESWs gave pupils and their families advice and support on matters such as drug abuse, glue sniffing, alcoholism, as well as arranging access to psychiatric and specialist social work services. By setting up teams of social workers, psychologists and remedial/pastoral care teachers, Birmingham has now got a system which can respond directly and comprehensively to a wide range of problems and needs identified by schools. Pupils are given help in specialist units of different kinds: there are educational guidance units, centres for suspended pupils, a residential unit for children needing short periods away from conflict situations in their families, and a variety of community programmes are organised.

To be able to provide this kind of service, the education welfare service in Birmingham had adopted an ambitious staff development policy in recent years, and now had a large and well qualified multi-disciplinary team. This had been possible despite the small staff base it had originally - like other LEAs, Birmingham used to have a ratio of one education welfare officer to 3 - 4,000 pupils - and despite the resistance within the local authority to the Education Department's policy of appointing social workers (as in other local authorities, Birmingham established a Social Services department in the early 70s which was intended to provide a comprehensive social work service for the city). He explained how this had come about. He had managed to get increasing support in the authority for gearing social work with children to other education services, and over recent years this policy had been sufficiently vindicated. School attendance rates had improved significantly following the initial development of the education welfare service. More recently, the abolition of the use of corporal punishment in schools had led to an increased demand for the service to support teachers who were wanting to refer control problems. He had been able to build up a team of social workers in the Education Department because it had come to be recognised that they should be appointed to the local authority and not to a particular department in it, and where it could be justified they were deployed to Education and not Social Services.

He had spent the last six years working towards establishing education welfare as a central service in Birmingham's provisions for children. This had meant a lot of staff development, a major review of the responsibilities within the Education and Social Services departments, and a lot of work to build up an image of education welfare as a service which is available to teachers, pupils and parents who face a wide range of social and psychological problems. Image-building and publicity for the service had come about with the aid of the local media. He and his staff make regular contributions to the local press and radio, and he has appeared on regional TV programmes.

Keith Bremner

People & Places

David Thacker for the past two years the Chairman of the Centre's Policy Committee has been appointed Headteacher of Whitgift School, Grimsby: his successor as Chairman is Miss Mary Shannon of Brumby School, Scunthorpe.

Alan Scott, teacher secondee for 1981/82, has taken up the post of tutor responsible for the Withernsea Institute of FE and Mrs Margaret Rice of McMillan Nursery, Hull took up post as Humberside Teacher Fellow on 1 September 1982.

Mrs Miranda Wright of Freetown Teachers College returned to Sierra Leone in July after a six week stay in College.

Among the visitors to the College in the summer was the distinguished American educationalist John Holt.

Within the Centre itself there are changes in 1983, as from 1 January Dennis Bates becomes Tutor in charge of the Professional Centre, while Patrick Doyle assumes a greater responsibility for Local History, but retains a close interest in the Centre as Associate Tutor.

PROFESSIONAL CENTRE
Curriculum Papers

No 2

A Study of Trade Union Education in the Secondary Schools of Humberside and Lincolnshire

by
Jane Thompson
(Humberside College of Higher Education)

No 3

Information Skills 8 to 18

by
Ernest C Paterson
(Yarborough Middle School, Grimsby)

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Professional Centre

ASPECTS OF PARTNERSHIP IN THE EARLY YEARS
(second series)

Venue: Scunthorpe Teacher's Centre

This course provides the opportunity for professional staff from different backgrounds to meet and discuss children's needs within the framework of inter-disciplinary co-operation and communication. It is open to all staff working with children in the field of education, social services, health and the voluntary sector.

The course of seminars covers the following:

First Seminar	: Monday 9th May	Provision for the Under 5's Presentation by LEA Headteacher and a Social Services Under 5's Officer. Co-ordinator : Keith Bremner
Second Seminar	: Monday 6th June	Parents in the Community Video-tape recording of a local neighbourhood group organising activities for parents & children. Co-ordinator : Patrick Doyle
Third Seminar	: Monday 4th July	Focus on a Nursery School Discussion on co-operation between individuals and agencies. The Health Visitor, School Nurse, Social Worker-Teacher Relationship Co-ordinator : Margaret Rice

Applicant may choose to come to individual seminars or all the series of seminars. Please return enclosed form by Friday April 15th 1983.

Course Organiser: Margaret Rice, Humberside Teacher Fellow
Professional Centre, Humberside College of H.E.
Inglemire Avenue, Hull.

PS 013736

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Tel. Nos. .....

wish to apply for this course of seminars beginning Monday May 9th 1983.

I/we wish to apply to attend the following seminars: (Please indicate below those wishing to attend each seminar)

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.....

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.....

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.....

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